

# ADA 277 393

## THE APPLICABILITY OF PERSONNEL MANAGEMENT INSTRUCTION

PRESENTED TO CLASS NUMBER 3, ARMY MEDICAL

FIELD OFFICER ADVANCED, FY 1968

### ABSTRACT OF THESIS

*Unlimited*

Presented to the Faculty of the Graduate School of  
Trinity University in Partial Fulfillment  
of the Requirements

For the Degree of

Master of Science

*Unlimited*

By

Robert L. Bowles, Jr., B.S.

Appreciating the evaluation function in the teaching process, this thesis study was undertaken to determine the suitability and the applicability of the forty-one class hours of instruction on fifteen personnel management subject areas presented during Fiscal Year 1968 by the Department of Administration, USAMFSS, to Class Number 3, Course 6-8-C22, Army Medical Field Service Officer Advanced. The subject areas were:

1. Counseling
2. Executive Development
3. Manpower Management
4. MOS Structure
5. Classification and Assignment
6. Enlisted Evaluation System
7. Enlisted Training
8. Enlisted Promotions and Reductions
9. Elimination of Noneffectives

10. Safety Management
11. Civilian Personnel Management
12. Officer Efficiency Reports
13. Officer Promotions
14. Officer Retirement
15. Survivor Benefits

This objective was accomplished by: (1) examining the forty-one class hours of instruction presented in this course and studying the suitability of those class hours as they relate to the stated scope of instruction and behavioral objectives of this course, (2) examining the applicability of those class hours relative to the actual jobs of officers who have completed this course, and (3) evaluating both the suitability and the applicability of those subject areas by analyzing and interpreting response data to the mail questionnaire completed by ninety-eight of the 153 U.S. Army graduates of this course--64 per cent of total graduates surveyed.

The study concentrated upon the scope of the subject areas and the behavioral objectives of the school. Additionally, it examined recommendations from the survey respondents.

The research findings supported the general conclusion that the personnel management instruction in these fifteen subject areas is both suitable and applicable. However, the research findings also led to the conclusion that the instruction in four of these subject areas requires needed consideration if these subject areas are not to be deficient in meeting the stated scope and objectives of the school and are to remain applicable to the actual jobs of the graduates of this course.

THE APPLICABILITY OF PERSONNEL MANAGEMENT INSTRUCTION  
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FIELD OFFICER ADVANCED, FY 1968

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May 26, 1969  
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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

This study was undertaken to determine the suitability and the applicability of the forty-one class hours of instruction on personnel management subject areas presented during Fiscal Year 1968 by the Department of Administration, United States Army Medical Field Service School (USAMFSS), to Class Number 3, Course 6-8-C22, Army Medical Field Service Officer Advanced. The Office of the Surgeon General and the Assistant Commandant, USAMFSS, granted permission for a thesis study on "Personnel Management Training--Course 6-8-C22, Army Medical Field Service Officer Advanced," because of the continuing need of relating instruction to actual needs at the performance level of officers and enlisted men alike.

#### Purpose of the Study

The purpose of this study is as follows:

1. to examine the current forty-one class hours of instruction presented in this course and to study the suitability of those class hours as they relate to the stated scope of instruction and behavioral objectives of this course.
2. to examine the applicability of those class hours relative to the actual jobs of officers who have completed this course, and

3. to provide evaluation data for assistance in planning personnel management training.

This study is based upon a questionnaire survey response from officers who have attended this course and who responded to a letter, shown in Appendix A, sent to the graduates of Class Number 3, Course 6-8-C22, Army Medical Field Service Officer Advanced, to solicit their help in the conduct of this study.

#### Background Information

Brooke Army Medical Center was established February 1, 1946, with the expressed purpose to command, manage, and support the various medical activities and units at Fort Sam Houston, Texas, organized as Figure 1 shows for Brooke Army Medical Center Organizational Structure. This center is the parent unit of the USAMFSS. The USAMFSS is the largest single training and educational facility of many under the control of the United States Army Surgeon General, as Figure 2 indicates for USAMFSS Organizational Structure. After World War I, the Army medical leaders urged that the many lessons learned by the medical profession during the war should not be forgotten. The Army Surgeon General then embarked upon the task of assuring not only the continuation of the Army Medical School but, in addition, the establishment of the institution which would provide complete coverage of field medicine in all of its wartime aspects.

The USAMFSS was established in June, 1920, at Carlisle Barracks, Pennsylvania. National mobilization in 1940 caused the school to redesign its regular courses of instruction. An officers' refresher

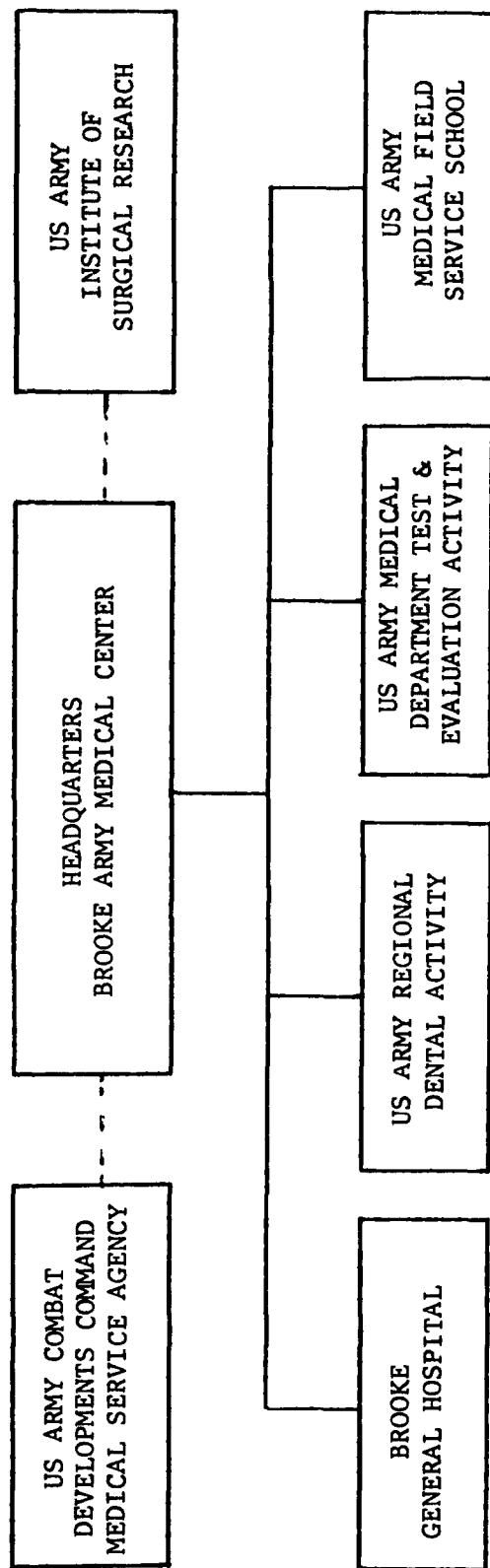


Fig. 1.--Brooke Army Medical Center Organization Structure

Source: Department of the Army, Brooke Army Medical Center, Fort Sam Houston, Texas 78234, Regulation 10-2. Organization and Functions: Headquarters Brooke Army Medical Center Organization and Functions, 26 February 1969, (BAMC REG 10-2), Figure 1, p. 5.

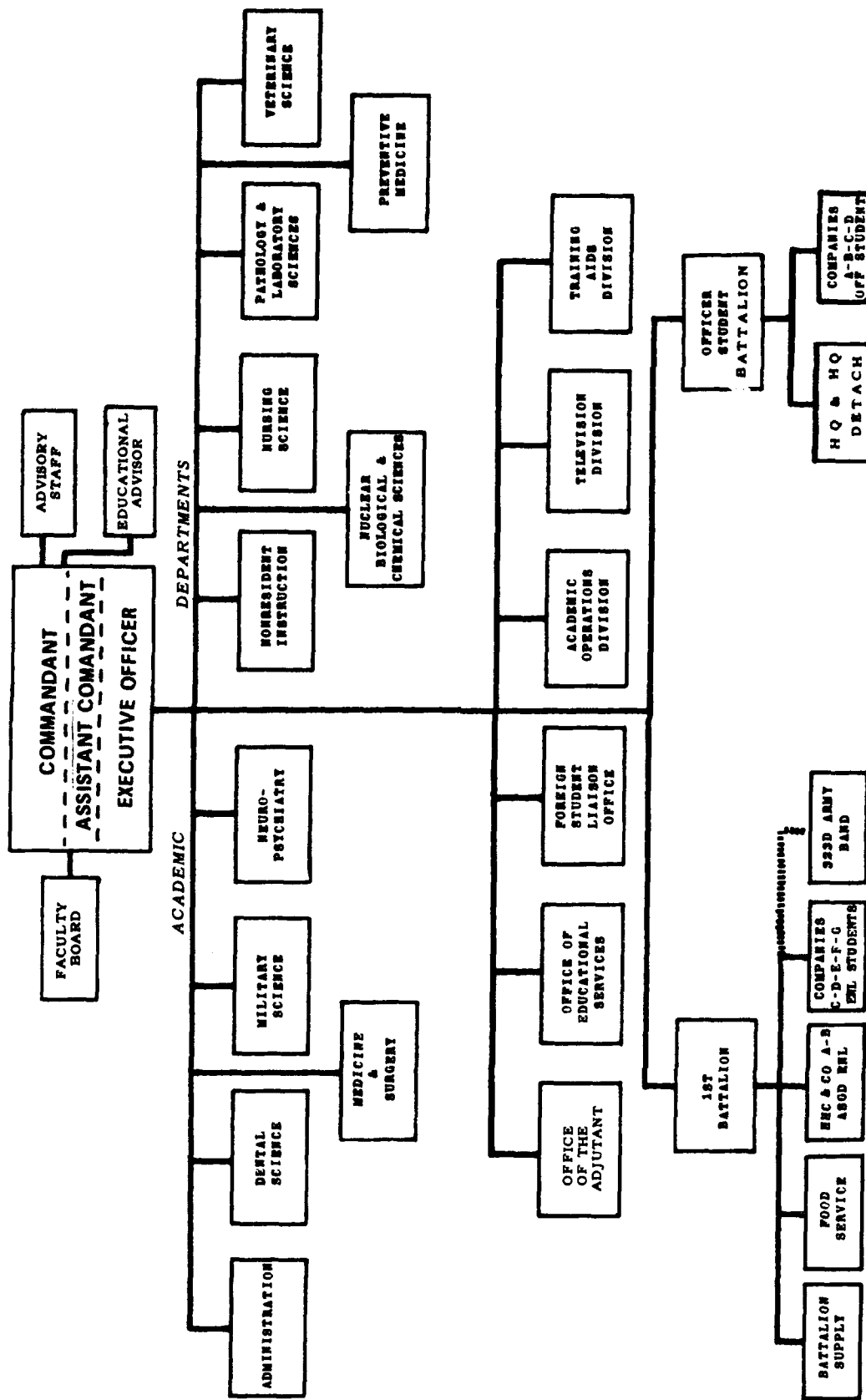


Fig. 2.--U.S. Army Medical Field Service School Organization Structure

Source: Department of the Army, Brooke Army Medical Center, Fort Sam Houston, Texas 78234, Regulation 10-4. Organization and Functions: United States Army Medical Field Service School, 10 February 1969. (BAMC REG 10-4), Figure 2, p. 8.

course was established so the school could meet the need for training as many officers as possible. The first officer candidate school for medical administrative corps officers was operated at the USAMFSS from July 1, 1941, to February 27, 1943. The wartime training program at the school continued until the end of the war in 1945. In the spring of 1946, the school closed down at Carlisle Barracks and moved to its present location at Fort Sam Houston, Texas. One of the reasons that the school moved was to obtain more area for field training which was readily available at Camp Bullis, a short distance to the north of Fort Sam Houston. Also, the resources of Brooke General Hospital would be available to provide highly qualified professional consultants as well as the clinical teaching material which is essential to many of the courses at the school.

The inception of resident training in 1947 greatly expanded the school's curriculum. Fundamentals, principles, and essentiality of modern medical care to national defense are stressed in the courses conducted at the school. Stressing these fundamentals and principles proved to be an immeasurable contribution in the Korean Conflict and the Vietnam War. The high level of medical service in both combat areas has greatly contributed to saving the lives of United States servicemen.

In 1969, the school offers a wide variety of well-integrated programs of instruction which range in scope from the basic training provided for medical service personnel who are just beginning a military career to the advanced and the specialized resident training for

personnel who possess the requisite military service and experience. Closed-circuit television, one of today's progressive innovations, provides the skilled instructors with another versatile and effective aid to teaching. Presently, the resident instruction programs include fifteen officer courses, twenty enlisted men courses, and five post-graduate professional courses. For Fiscal Year 1969, the student load is programmed at approximately 16,000 students--8,000 officers and 8,000 enlisted men.

As a career Medical Service Corps officer and a graduate business administration student, this writer was interested in the personnel management instruction designed for career Army Medical Service officers and taught in the Advanced Course by the Department of Administration as part of the organizational structure shown in Figure 3. The overall interest was in the suitability and the applicability of the personnel management instruction as it pertains to effecting officer performance. The ultimate aim of this study was to provide constructive assistance in furthering the goals of the Army Medical Service as stated in the following excerpt from the USAMFSS mission, the full text of which is presented in Appendix B:

- a. To conduct training for selected Army Medical Service and other selected military personnel in the functions and responsibilities of the Army Medical Service as prescribed by law and regulations, and to prepare and conduct instruction in accordance with approved doctrine and concepts for such selected personnel in:



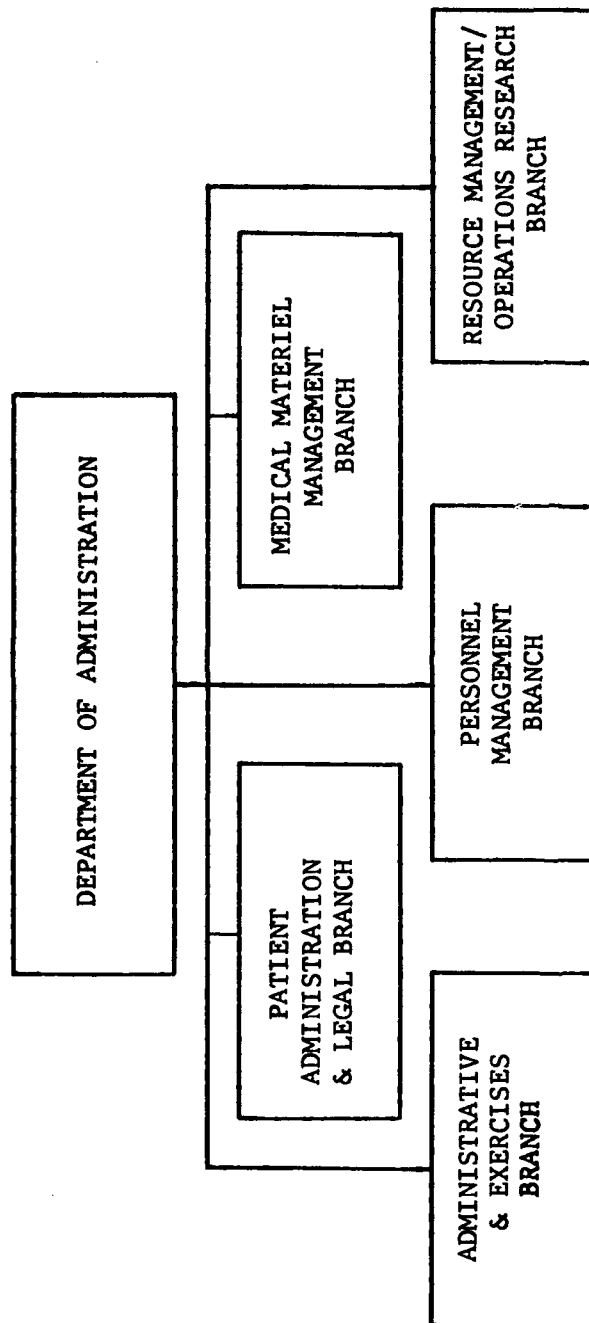


Fig. 3.--Department of Administration, USAMFSS, Organization Structure

Source: Department of the Army, Brooke Army Medical Center, Fort Sam Houston, Texas 78234, Regulation 10-4. Organization and Functions: United States Army Medical Field Service School, 10 February 1969, (BAMC REG 10-4), Figure 3, p. 15.

- (1) Professional, administrative, technical, and military subjects as they pertain to the Army Medical Service.  
 . . .<sup>1</sup>

### Criterion for the Study

The criterion used for this study is the statement of purpose and the common and the specific instructional objectives in the Program of Instruction for 6-8-C22, Army Medical Service Officer Advanced Course and the stated scope of instruction and behavioral objectives of this course.

The purpose is given as:

To provide Army Medical Service Training in military medical service support operations and an overall working knowledge in the duties and responsibilities of Army Medical Service officers in military operations during periods of peace and/or hostilities.<sup>2</sup>

Common instructional objectives:

1. To enable graduates to serve on the staffs of command surgeons (dental surgeons) in the headquarters of divisions, separate groups and brigades, corps and logistical commands, both in CONUS and overseas.
2. To enable graduates to serve on the staffs of the commanders of medical companies, battalions, groups, brigades, hospitals, hospital centers, and as members of the faculty of the United States Army Medical Field Service School and the enlisted Medical Training Center.<sup>3</sup>

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<sup>1</sup>United States Army Medical Field Service School, Brooke Army Medical Center, Instructor's Guide (San Antonio, Tex.: Air Force Printing Service, August, 1967), p. 1.

<sup>2</sup>United States Army Medical Field Service School, Brooke Army Medical Center, Program of Instruction for 6-8-C22, Army Medical Service Officer Advanced Course (Fort Sam Houston, Tex.: Medical Field Service School Press, January, 1968), p. 1.

<sup>3</sup>Ibid.

Specific instructional objectives:

1. To perform the duties of an Army Medical Service commander as governed by the particular medical Table of Organization and Equipment concerned: teams, detachments, companies, battalions, groups, and hospitals in the field.
2. To perform the duties of command surgeon and dental surgeon in the headquarters of brigades, groups, divisions, logistical commands, and those posts, camps, and stations where the post surgeon does not command the hospital providing direct support to the post.<sup>4</sup>

Personnel management subject areas of instruction covered in Class Number 3 were as outlined in Table 1, with the subject areas and the hours of instruction shown.

Limitations of the Study

Two limitations confronted this study. First, the study was limited to the personnel management subject areas taught by the Department of Administration to the officers in Class Number 3, Fiscal Year 1968, Course 6-8-C22, Army Medical Service Officer Advanced. Second, the study was limited to United States Army officers in this class. The inclusion of the foreign officers who attended this course would have invalidated the measurement of the survey data since their career patterns and their training experiences differ from those of the United States Army officers.

In using the stated prerequisites of this course as a guide, no limitation was made relative to military rank, sex, type of assignment, or location of assignment of the United States Army students.

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<sup>4</sup>Ibid.

TABLE 1

## SUBJECT AREAS, PERSONNEL MANAGEMENT TRAINING, COURSE 6-8-C22

Subject	Hours
1. Counseling . . . . .	2
2. Executive Development . . . . .	5
3. Manpower Management . . . . .	3
4. MOS Structure . . . . .	1
5. Classification and Assignment . . . . .	3
6. Enlisted Evaluation System . . . . .	3
7. Enlisted Training . . . . .	2
8. Enlisted Promotion and Reduction . . . . .	3
9. Elimination of Noneffectives . . . . .	1
10. Safety Management . . . . .	1
11. Civilian Personnel Management . . . . .	4
12. Officer Efficiency Reports . . . . .	2
13. Officer Promotions . . . . .	2
14. Officer Retirement . . . . .	1
15. Survivor Benefits . . . . .	2
Total	<u>35</u>

### Assumptions

It is assumed that the Army Medical Service Officer Advanced Course will continue to have the same general personnel management subject behavioral objectives. It is also assumed that the Department of Administration will continue to teach personnel management subject areas.

### Organization of the Study

In this chapter, the introduction to this study is presented, to include background information, definition of problem, purpose of the study, criterion for the study, limitations of the study, assumptions, and organization of the study. Direct collection of data, as opposed to the use of data already collected by others, necessitates the use of carefully planned guides. Chapter II presents the methodology used by the writer to assure that the basic points of the study were covered. Chapter III is a discussion and analysis of the findings of the research. Chapter IV presents the conclusions and the recommendations.

## CHAPTER II

### METHODOLOGY

The evaluation task involves three general steps:

1. Measurement--collecting data to provide evidence for analysis and interpretation.
2. Statistical method--presenting and analyzing the data and preparing it for interpretation.
3. Evaluation--interpreting data to determine how well the objectives have been accomplished.

The collection of information and data for this study was accomplished by using a mail questionnaire, displayed in Appendix A, employed because: (1) it permitted the surveyor to cover the wide international geographical area required to reach the graduates of this course, (2) it permitted standardization of information to insure respondent comprehension, and (3) it permitted the respondent to answer at his convenience.

The questionnaire was designed for the graduates of Class Number 3, Course 6-8-C22, Fiscal Year 1968. These graduates, who completed the course of instruction in June, 1968, were the first class to receive the forty-one class hours of personnel management instruction and the only class to have completed the course when the survey was made.

There were 153 United States Army commissioned officers and nine foreign officers in this class. All 153 United States Army officer graduates were surveyed. Foreign officers attending this course were not surveyed since they varied in background, career pattern, and training experience, and their data would have invalidated the study of American officers. It was believed that the use of a questionnaire would permit the surveyor to measure subject effectiveness by studying and analyzing the responses.

The questionnaire consisted of five questions, as Enclosure 2, Appendix A, indicates.

#### Question No. 1

Question No. 1 asked for the respondent's present job title. This question was designed to see how many respondents worked in each of the three general job groups: (1) operations and administration--operations officer, adjutant, administrative assistant, company commander; (2) professional group--medical officer, dental officer, veterinary officer, nurse; and (3) allied science related group--laboratory officer, sanitary engineer, optometrist, physical therapist. Persons who returned the questionnaire but did not answer Question No. 1--job title--were grouped as unknown.

#### Question No. 2

Question No. 2 consisted of four parts--A, B, C, and D. The respondents were asked to make one of several possible responses to each of these questions concerning a listing of fifteen subject areas

in which they received instruction from the Department of Administration. An outline of the scope and the hours of personnel management instruction received by Class Number 3 and the behavioral objectives of the United States Army Medical Field Service School, presented in Appendix A, was enclosed with the questionnaire mailed to the respondents. It was believed that, by mailing the scope and the objectives with the questionnaire, the respondent would be more able to appraise the instruction given him with the stated scope and objectives of the instruction desired by the school. Figure 4 presents Concept of Evaluation, Personnel Management Training Survey, Question No. 2.

Part A of Question No. 2 was designed to secure information relative to how the respondent believed the actual instruction presented to him fulfilled the stated scope and objectives of the course. Part B was designed to ascertain how well the respondent believed the stated scope and objectives reflected the knowledge he needed at this stage of his career. Since the respondents to this questionnaire are experienced military officers (three or more years of experience), it is believed they have enough job experience to make a practical judgment on this question.

Part C was designed to find if there was any similarity in the respondents' judgment of subject areas deemed least useful and most useful to them in carrying out their job responsibilities. Part D was designed to elicit the respondents' opinions relative to the number of hours spent in the presentation of these subject areas.



<u>Subject Areas</u>	<u>Evaluation Questions</u>
1. Counseling	A. How well did the actual instruction fulfill the stated scope and objectives of the course?
2. Executive Development	
3. Manpower Management	_____ Needs Improving
4. MOS Structure	_____ Adequate
5. Classification and Assignment	_____ Very Effective
6. Enlisted Evaluation System	B. How well did the stated scope and objectives reflect the knowledge that you need at this stage of your career?
7. Enlisted Training	
8. Enlisted Promotions and Reductions	_____ Needs Improving
9. Elimination of Non-effectives	_____ Adequate
10. Safety Management	_____ Very Effective
11. Civilian Personnel Management	C. Considering the requirements of your job, select the three subject areas in each column that are:
12. Officer Efficiency Reports	Least Useful _____
13. Officer Promotions	Most Useful _____
14. Officer Retirement	D. Should the teaching hours in these subject areas be:
15. Survivor Benefits	_____ Eliminated
	_____ Decreased
	_____ Unchanged
	_____ Increased

Fig. 4.--Concept of evaluation for personnel management training survey.

### Questions Nos. 3, 4, and 5

Question No. 3 asked respondents how many total hours they spent working in the fifteen subject areas during their normal eight-hour work day. Question No. 4 asked for the total number of persons supervised by the respondents. Question No. 5 asked the respondents to list the subjects they would add to the personnel management instruction in Course 6-8-C22. Question No. 5 was designed to determine if the respondents believed there were additional personnel management subject areas in which they should have received instruction.

### Summary

Evaluation is an integral part of the teaching process. This study of the personnel management subject areas presented to the officers in the Advanced Course at the United States Army Medical Field Service School (USAMFSS), Fort Sam Houston, Texas, was undertaken with an appreciation of the evaluation function. The study is an original research, and it follows the methodology presented in this chapter. No attempt will be made to compare this study with other evaluation studies. The writer has presented the measurement and the statistical method used in this study and believes that the method used in solving the problem in this study satisfied the purpose. The tables and figures, where no source is cited, were designed by the writer.

Chapter II presents the methodology for the collection of data for this study. Chapter III discusses and analyzes the research findings. In Chapter III, each of the fifteen subject areas is discussed

and the respondents' response data are analyzed. Chapter III is a detailed discussion of the data received from the survey.

## CHAPTER III

### DISCUSSION AND ANALYSIS

When this study was undertaken, the personnel management instruction presented by the Personnel Management Branch, Department of Administration, USAMFSS, consisted of forty-one class hours. Thirty-five of these class hours were on the specific fifteen personnel management subject areas shown in Table 1. Two class hours were used to introduce the students to the personnel management course and its objectives. Reinforcement consisted of four class hours reviewing instruction that had been presented in the course--a total of forty-one class hours.

Of the 153 questionnaires mailed to graduates of Class Number 3, ninety-eight were returned. The study was based upon the ninety-eight responses--64 per cent response to the questionnaire. Table 2, Responses to Questionnaire, shows this information in tabular form.

All data from the responses to the questionnaire were key-punched onto IBM cards using a code designed by the writer as exhibited in Appendix C, Code for Key punching Responses to Questionnaire. These data were processed through an IBM Fortran IV Model 44 computer. If the respondent answered improperly by not following directions, his answer for that particular question was thrown out and not given any weight.

TABLE 2  
RESPONSES TO QUESTIONNAIRE

	Unk	Op-Admin	Prof	AS	Total
Number Responding	2	61	29	6	98
Per Cent of Response	2	62	30	6	100

Abbreviations:

Unk--Unknown

Op-Admin--Operations and Administration

Prof--Professional

AS--Allied Science

Each of the fifteen subject areas was evaluated independently in two parts: (1) behavioral objectives of the subject area and time devoted to teaching the subject, and (2) analysis of data received in answer to parts A-D of Question No. 2. Immediately following each subject area the percentage of total response to each of the four parts is tabulated.

The responses to Questions 3, 4, and 5 are discussed in the latter portion of this chapter.

Subject Area 1: Counseling--2 Class Hours

Behavioral objective and instruction time.--Two class hours were devoted to the instruction in Counseling. The desired behavior for the student was that he would have the ability to discuss the principles of effective performance counseling.

Analysis of data.--As summarized in Table 3, responses to Question No. 2, Part A, revealed that 80 per cent indicated that the actual instruction in this subject area fulfilled the stated scope and objectives of the course. One-fifth of the respondents indicated that instruction in Counseling needs improving, while two-fifths said that it was very effective.

Responses to Part B showed that 81 per cent of the respondents considered that the stated scope and objectives defined the knowledge they needed at this stage of their career. In Part C, 41 per cent confirmed that Counseling was most useful in helping them meet the requirements of their jobs. Part D responses showed that 87 per cent stated that teaching hours in this subject area should remain the same or be increased. Thirty-four per cent reported that the teaching hours should be increased, whereas only 6 per cent indicated that the teaching hours should be decreased.

TABLE 3  
EVALUATION OF SUBJECT AREA 1: COUNSELING--2 HOURS

Answers from Respondents	Per Cent
Part A: Instruction Fulfilled Scope of Objectives?	
No Answer . . . . .	0
Needs Improving . . . . .	20
Adequate . . . . .	39
Very Effective . . . . .	41
Answered Improperly . . . . .	0
Part B: Instruction Reflected Knowledge Needed?	
No Answer . . . . .	0
Needs Improving . . . . .	19
Adequate . . . . .	53
Very Effective . . . . .	28
Answered Improperly . . . . .	0
Part C: Usefulness of Subject Area?	
Not Selected . . . . .	40
Least Useful . . . . .	7
Most Useful . . . . .	41
Answered Improperly . . . . .	12
Part D: Teaching Hour(s) Should Be?	
No Answer . . . . .	1
Eliminated . . . . .	3
Decreased . . . . .	6
Unchanged . . . . .	53
Increased . . . . .	34
Answered Improperly . . . . .	3

Subject Area 2: Executive Development--5 Class Hours

Behavioral objectives and instruction time.--The behavioral

objectives of the five hours instruction in Executive Development were:

1. Have the ability to locate reference material on executive development, motivation, and evaluation.

2. Have the ability to recognize by name and discuss some of the current theories and practices of executive development, motivation and evaluation.

Analysis of data.--In Question No. 2, Part A, 71 per cent of the respondents indicated that the actual instruction in Executive Development fulfilled the stated scope and objectives of the course. As Table 4 shows, only 18 per cent reported that the instruction in this subject area was very effective, and 29 per cent indicated that it needs improving. Seventy-nine per cent indicated that the stated scope and objectives in this subject area reflect the knowledge that the respondents need at this stage of their career. Part C responses showed that 19 per cent considered this subject least useful, while 21 per cent thought it most useful. Responses to Part D showed that 74 per cent stated that the instruction in this subject area should be increased or remain the same.



TABLE 4

## EVALUATION OF SUBJECT AREA 2: EXECUTIVE DEVELOPMENT--5 HOURS

Answers from Respondents	Per Cent
Part A: Instruction Filled Scope and Objectives?	
No Answer . . . . .	0
Needs Improving . . . . .	29
Adequate . . . . .	53
Very Effective . . . . .	18
Answered Improperly . . . . .	0
Part B: Instruction Reflected Knowledge Needed?	
No Answer . . . . .	0
Needs Improving . . . . .	21
Adequate . . . . .	62
Very Effective . . . . .	17
Answered Improperly . . . . .	0
Part C: Usefulness of Subject Area?	
Not Selected . . . . .	48
Least Useful . . . . .	19
Most Useful . . . . .	21
Answered Improperly . . . . .	12
Part D: Teaching Hour(s) Should Be?	
No Answer . . . . .	3
Eliminated . . . . .	6
Decreased . . . . .	14
Unchanged . . . . .	49
Increased . . . . .	25
Answered Improperly . . . . .	3

Subject Area 3: Manpower Management--3 Class Hours

Behavioral objectives and instruction time.--Three class hours were devoted to teaching this subject area, which had four behavioral objectives:

1. Have the ability to compute staffing requirements using Department of the Army Pamphlet 20-557.
2. Have the ability to complete Schedule X.
3. Describe the purposes of the Manpower Utilization Survey.
4. Read and explain the table of distribution and allowances and the Quarterly Manpower Voucher.

Analysis of data.--Responses to Question No. 2, Part A, presented in Table 5, showed that 80 per cent of the respondents confirmed that the actual instruction in Manpower Management fulfilled the stated scope and objectives of the course. Importantly, 32 per cent reported that the instruction was very effective. Eighty-eight per cent confirmed that the stated scope and objectives in this subject area reflect the knowledge needed at this stage of their career. Part C responses showed that 32 per cent of the respondents indicated that the instruction in Manpower Management was most useful in helping them meet the requirements of their jobs. An overwhelming number, 90 per cent, stated that the subject area should be increased or remain the same; of this 90 per cent, 36 per cent indicated that the instruction should be increased.

TABLE 5

## EVALUATION OF SUBJECT AREA 3: MANPOWER MANAGEMENT--3 HOURS

Answers from Respondents	Per Cent
<b>Part A: Instruction Fulfilled Scope and Objectives?</b>	
No Answer . . . . .	1
Needs Improving . . . . .	19
Adequate . . . . .	48
Very Effective . . . . .	32
Answered Improperly . . . . .	0
<b>Part B: Instruction Reflected Knowledge Needed?</b>	
No Answer . . . . .	0
Needs Improving . . . . .	12
Adequate . . . . .	56
Very Effective . . . . .	32
Answered Improperly . . . . .	0
<b>Part C: Usefulness of Subject Area?</b>	
Not Selected . . . . .	47
Least Useful . . . . .	9
Most Useful . . . . .	32
Answered Improperly . . . . .	12
<b>Part D: Teaching Hour(s) Should Be?</b>	
No Answer . . . . .	2
Eliminated . . . . .	0
Decreased . . . . .	4
Unchanged . . . . .	54
Increased . . . . .	36
Answered Improperly . . . . .	4

Subject Area 4: MOS Structure--1 Class Hour

Behavioral objectives and instruction time.--The behavioral objectives of this subject area were that the student be able to discuss the meaning of MOS (Military Occupational Specialty) characters and differentiate between noncommissioned officers and specialist military occupational specialty and skill level. One class hour was used to present this subject.

Analysis of data.--As Table 6 shows, 87 per cent of the respondents for Question No. 2, Part A, reported that the actual instruction in MOS Structure fulfilled the stated scope and objectives of the instruction. Eighty-eight per cent confirmed that the stated scope and objectives in this subject area reflected the knowledge they need at this stage of their career, with 41 per cent believing that it very effectively covered the knowledge they need. Eighty-five per cent of the respondents indicated that the instruction hours in this subject area should be increased or remain the same. However, a significant 74 per cent of this total reported that the teaching hours should remain unchanged.

TABLE 6  
EVALATION OF SUBJECT AREA 4: MOS STRUCTURE--1 HOUR

Answers from Respondents	Per Cent
<b>Part A: Instruction Fulfilled Scope and Objectives?</b>	
No Answer . . . . .	1
Needs Improving . . . . .	12
Adequate . . . . .	50
Very Effective . . . . .	37
Answered Improperly . . . . .	0
<b>Part B: Instruction Reflected Knowledge Needed?</b>	
No Answer . . . . .	0
Needs Improving . . . . .	12
Adequate . . . . .	47
Very Effective . . . . .	41
Answered Improperly . . . . .	0
<b>Part C: Usefulness of Subject Area?</b>	
Not Selected . . . . .	66
Least Useful . . . . .	14
Most Useful . . . . .	8
Answered Improperly . . . . .	12
<b>Part D: Teaching Hour(s) Should Be?</b>	
No Answer . . . . .	4
Eliminated . . . . .	1
Decreased . . . . .	7
Unchanged . . . . .	74
Increased . . . . .	11
Answered Improperly . . . . .	3

Subject Area 5: Classification and  
Assignment--3 Class Hours

Behavioral objectives and instruction time.--Three class hours were devoted to the instruction in this subject area. The five behavioral objectives for students in this subject area were:

1. Recognize important classification factors.
2. Discuss the meaning of and the reason for "capper" military occupational specialty.
3. Differentiate between officer and noncommissioned officer classification and assignment.
4. Recognize utilization priorities for enlisted personnel.
5. Discuss the military occupational specialty testing system and verification and reclassification in a military occupational specialty.

Analysis of data.--In Question No. 2, Part A, 82 per cent of the respondents indicated that the actual instruction in Classification and Assignment fulfilled the stated scope and objectives of the instruction as Table 7 shows. Eighty-six per cent confirmed that the stated scope and objectives in this subject area did reflect the knowledge they need at this stage of their career. Of that total, 32 per cent stated that the instruction very effectively reflected the knowledge they need at this stage of their career. Eighty-one per cent of the respondents considered that the instruction hours in this subject should remain the same or be increased.

TABLE 7

## EVALUATION OF SUBJECT AREA 5: CLASSIFICATION AND ASSIGNMENT--3 HOURS

Answers from Respondents	Per Cent
Part A: Instruction Fulfilled Scope and Objectives?	
No Answer . . . . .	1
Needs Improving . . . . .	17
Adequate . . . . .	54
Very Effective . . . . .	28
Answered Improperly . . . . .	0
Part B: Instruction Reflected Knowledge Needed?	
No Answer . . . . .	0
Needs Improving . . . . .	14
Adequate . . . . .	54
Very Effective . . . . .	32
Answered Improperly . . . . .	0
Part C: Usefulness of Subject Area?	
Not Selected . . . . .	60
Least Useful . . . . .	18
Most Useful . . . . .	10
Answered Improperly . . . . .	12
Part D: Teaching Hour(s) Should Be?	
No Answer . . . . .	4
Eliminated . . . . .	1
Decreased . . . . .	11
Unchanged . . . . .	66
Increased . . . . .	15
Answered Improperly . . . . .	3

Subject Area 6: Enlisted Evaluation  
System--3 Class Hours

Behavioral objectives and instruction time.--The behavioral objectives for the student in this subject area were:

1. Describe two components of the enlisted evaluation system.
2. Recognize and discuss the rating scheme used in the Enlisted Efficiency Report.
3. Describe the various military occupational test score levels and their significance.
4. Describe the usefulness of the military occupational specialty test profile to the unit commander or supervisor. Three class hours were devoted to this subject area.

Analysis of data.--As summarized in Table 8, responses to Question No. 2, Part A, revealed that an overwhelming number, 93 per cent, confirmed that the actual instruction in Enlisted Evaluation System fulfilled the stated scope and objectives of the instruction. Ninety-one per cent of the respondents indicated that the stated scope and objectives in this subject area did reflect the knowledge that graduates need at this stage of their career. Both Part A and Part B received significant favorable very effective selections by 32 and 33 per cent respectively. Eighty-seven per cent of the respondents stated that instruction hours in this subject area should be increased or remain the same. A significant 75 per cent elected that the teaching hours remain unchanged.



TABLE 8

## EVALUATION OF SUBJECT AREA 6: ENLISTED EVALUATION SYSTEM--3 HOURS

Answers from Respondents	Per Cent
Part A: Instruction Fulfilled Scope and Objectives?	
No Answer . . . . .	0
Needs Improving . . . . .	7
Adequate . . . . .	61
Very Effective . . . . .	32
Answered Improperly . . . . .	0
Part B: Instruction Reflected Knowledge Needed?	
No Answer . . . . .	0
Needs Improving . . . . .	9
Adequate . . . . .	58
Very Effective . . . . .	33
Answered Improperly . . . . .	0
Part C: Usefulness of Subject Area?	
Not Selected . . . . .	63
Least Useful . . . . .	8
Most Useful . . . . .	17
Answered Improperly . . . . .	12
Part D: Teaching Hour(s) Should Be?	
No Answer . . . . .	4
Eliminated . . . . .	2
Decreased . . . . .	4
Unchanged . . . . .	75
Increased . . . . .	12
Answered Improperly . . . . .	3

Subject Area 7: Enlisted Training--2 Class Hours

Behavioral objectives and instruction time.--There were two instruction hours in this subject area whose three behavioral objectives for students were:

1. Locate military and civilian references for enlisted development opportunities.
2. Know three benefits of a development program.
3. Know essential factors of the on-the-job training program.

Analysis of data.--Seventy-five per cent of the respondents stated that the actual instruction in Enlisted Training fulfilled the stated scope and objectives of the instruction as shown in Table 9. However, 23 per cent in Part A indicated that the instruction needs improving. Seventy-eight per cent believed that the stated scope and objectives in this subject area reflected the knowledge they need at this stage of their career. Twenty per cent reported that the instruction needs improving in answer to Part B. Part D responses showed that 84 per cent of the respondents confirmed that the instruction hours in this subject area should be increased or remain the same.

TABLE 9  
EVALUATION OF SUBJECT AREA 7: ENLISTED TRAINING--2 HOURS

Answers from Respondents	Per Cent
Part A: Instruction Fulfilled Scope and Objectives?	
No Answer . . . . .	1
Needs Improving . . . . .	23
Adequate . . . . .	59
Very Effective . . . . .	16
Answered Improperly . . . . .	1
Part B: Instruction Reflected Knowledge Needed?	
No Answer . . . . .	2
Needs Improving . . . . .	20
Adequate . . . . .	63
Very Effective . . . . .	15
Answered Improperly . . . . .	0
Part C: Usefulness of Subject Area?	
Not Selected . . . . .	59
Least Useful . . . . .	18
Most Useful . . . . .	11
Answered Improperly . . . . .	12
Part D: Teaching Hour(s) Should Be?	
No Answer . . . . .	2
Eliminated . . . . .	4
Decreased . . . . .	7
Unchanged . . . . .	70
Increased . . . . .	14
Answered Improperly . . . . .	3

Subject Area 8: Enlisted Promotions and  
Reductions--3 Class Hours

Behavioral objectives and instruction time.--Three class hours were devoted to teaching this subject area. The four behavioral objectives for students in this subject area were:

1. Have the ability to explain the enlisted promotion system to enlisted men.
2. Have the ability to define promotion authority and quotas.
3. Have the ability to determine promotion eligibility of enlisted men.
4. Have the ability to understand circumstances for reduction for inefficiency.

Analysis of data.--Responses to Question No. 2, Part A, presented in Table 10, revealed that 79 per cent reported that the actual instruction fulfilled the stated scope and objectives of the course. Eighty-two per cent of the respondents stated that the stated scope and objectives in this subject area did reflect the knowledge that they need at this stage of their career. Twenty-three per cent reported that the instruction in Part B very effectively supported the knowledge that they need at this stage of their career. Eighty-five per cent of the respondents indicated that the teaching hours in this subject area should remain the same or be increased.

TABLE 10  
EVALUATION OF SUBJECT AREA 8: ENLISTED PROMOTIONS  
AND REDUCTIONS--3 HOURS

Answers from Respondents	Per Cent
Part A: Instruction Fulfilled Scope and Objectives?	
No Answer . . . . .	1
Needs Improving . . . . .	20
Adequate . . . . .	54
Very Effective . . . . .	25
Answered Improperly . . . . .	0
Part B: Instruction Reflected Knowledge Needed?	
No Answer . . . . .	1
Needs Improving . . . . .	17
Adequate . . . . .	59
Very Effective . . . . .	23
Answered Improperly . . . . .	0
Part C: Usefulness of Subject Area?	
Not Selected . . . . .	67
Least Useful . . . . .	7
Most Useful . . . . .	14
Answered Improperly . . . . .	12
Part D: Teaching Hour(s) Should Be?	
No Answer . . . . .	4
Eliminated . . . . .	0
Decreased . . . . .	8
Unchanged . . . . .	62
Increased . . . . .	23
Answered Improperly . . . . .	3

Subject Area 9: Elimination of Non-  
effectives--1 Class Hour

Behavioral objectives and instruction time.--The behavioral objectives of this subject area were that the student be able to:

1. Describe the difference between "unfit" and "unsuitable."
2. Describe commander's counseling and rehabilitation responsibilities in the elimination of noneffectives.
3. Discuss requirements for legal counsel.

One class hour was devoted to the instruction in this subject area.

Analysis of data.--Table 11 shows that 67 per cent reported that the actual instruction in this subject area fulfilled the stated scope and objectives of the course. Significantly, 31 per cent stated that the instruction in this subject area needs improving. Seventy-four per cent confirmed that the stated scope and objectives of this subject area did reflect the knowledge they need at this stage of their career. There was a 24 per cent negative needs improving selection for Part B. Responses to Part D showed that 50 per cent indicated that teaching hours in this subject area should remain the same, while 31 per cent recommended increasing the hours.

TABLE 11

## EVALUATION OF SUBJECT AREA 9: ELIMINATION OF NONEFFECTIVES--1 HOUR

Answers from Respondents	Per Cent
Part A: Instruction Fulfilled Scope and Objectives?	
No Answer . . . . .	2
Needs Improving . . . . .	31
Adequate . . . . .	54
Very Effective . . . . .	13
Answered Improperly . . . . .	0
Part B: Instruction Reflected Knowledge Needed?	
No Answer . . . . .	2
Needs Improving . . . . .	24
Adequate . . . . .	55
Very Effective . . . . .	19
Answered Improperly . . . . .	0
Part C: Usefulness of Subject Area?	
Not Selected . . . . .	67
Least Useful . . . . .	16
Most Useful . . . . .	5
Answered Improperly . . . . .	12
Part D: Teaching Hour(s) Should Be?	
No Answer . . . . .	6
Eliminated . . . . .	1
Decreased . . . . .	7
Unchanged . . . . .	50
Increased . . . . .	31
Answered Improperly . . . . .	5

Subject Area 10: Safety Management--1 Class Hour

Behavioral objectives and instruction time.--One class hour was used for instruction in this subject area. The behavioral objective was that the students be able to locate source material to develop an effective safety program.

Analysis of data.--Responses to Question No. 2, Part A, shown in Table 12, revealed that 77 per cent confirmed that the actual instruction in this subject area fulfilled the stated scope and objectives of the course. Seventy-eight per cent indicated that the stated scope and objectives of this subject area did reflect the knowledge they need at this stage of their career. About 20 per cent stated that the instruction in this subject area needs improving, see Parts A and B. Responses to Part C revealed that 45 per cent reported that Safety Management was least useful in helping them meet the requirements of their jobs. Part D responses showed that 39 per cent indicated that teaching hours in this subject area should be decreased or eliminated. Of this total, a significant 27 per cent stated that the instruction in this subject should be eliminated.



TABLE 12  
EVALUATION OF SUBJECT AREA 10: SAFETY MANAGEMENT--1 HOUR

Answers from Respondents	Per Cent
<b>Part A: Instruction Fulfilled Scope and Objectives?</b>	
No Answer . . . . .	2
Needs Improving . . . . .	21
Adequate . . . . .	66
Very Effective . . . . .	11
Answered Improperly . . . . .	0
<b>Part B: Instruction Reflected Knowledge Needed?</b>	
No Answer . . . . .	2
Needs Improving . . . . .	20
Adequate . . . . .	65
Very Effective . . . . .	13
Answered Improperly . . . . .	0
<b>Part C: Usefulness of Subject Area?</b>	
Not Selected . . . . .	35
Least Useful . . . . .	45
Most Useful . . . . .	8
Answered Improperly . . . . .	12
<b>Part D: Teaching Hour(s) Should Be?</b>	
No Answer . . . . .	3
Eliminated . . . . .	27
Decreased . . . . .	12
Unchanged . . . . .	47
Increased . . . . .	8
Answered Improperly . . . . .	3

Subject Area 11: Civilian Personnel  
Management--4 Class Hours

Behavioral objectives and instruction time.--There were four class hours devoted to teaching this subject area. The behavioral objectives desired for the student of this instruction were that the student be able to:

1. Identify and define the two categories of federal civilian employees who are paid through appropriated funds by the Department of the Army.
2. Identify and define the three types of recognition which may be awarded to employee organizations by the Department of Army.
3. Discuss the importance of the job description and responsibility of the immediate supervisor.
4. Discuss the importance of awards and incentives as motivating factors within the civilian work force.
5. Coordinate and prepare a well-documented disciplinary action.

Analysis of data.--In Question No. 2, Part A responses as shown in Table 13 revealed that 79 per cent indicated that the actual instruction in this subject area fulfilled the stated scope and objectives of this course. Seventy-five per cent stated that the stated scope and objectives of this subject area did reflect the knowledge they need at this stage of their career. Part C responses showed that 30 per cent considered that Civilian Personnel Management was most useful in helping them meet the requirements of their jobs. Eighty-two

per cent confirmed that teaching hours in this subject area should remain the same or be increased. A significant 41 per cent of this 82 per cent stated that the teaching hours should be increased.

TABLE 13

## EVALUATION OF SUBJECT AREA 11: CIVILIAN PERSONNEL MANAGEMENT--4 HOURS

Answers from Respondents	Per Cent
<b>Part A: Instruction Fulfilled Scope and Objectives?</b>	
No Answer . . . . .	0
Needs Improving . . . . .	21
Adequate . . . . .	50
Very Effective . . . . .	29
Answered Improperly . . . . .	0
<b>Part B: Instruction Reflected Knowledge Needed?</b>	
No Answer . . . . .	1
Needs Improving . . . . .	24
Adequate . . . . .	47
Very Effective . . . . .	28
Answered Improperly . . . . .	0
<b>Part C: Usefulness of Subject Area?</b>	
Not Selected . . . . .	39
Least Useful . . . . .	19
Most Useful . . . . .	30
Answered Improperly . . . . .	12
<b>Part D: Teaching Hour(s) Should Be?</b>	
No Answer . . . . .	1
Eliminated . . . . .	3
Decreased . . . . .	11
Unchanged . . . . .	41
Increased . . . . .	41
Answered Improperly . . . . .	3

Subject Area 12: Officer Efficiency  
Reports--2 Class Hours

Behavioral objective and instruction time.--Students of this instruction were desired to be able to prepare an efficiency report and counsel subordinates in its preparation. Two class hours were devoted to this instruction.

Analysis of data.--As presented in Table 14, Question No. 2, Part A, revealed that 82 per cent of the respondents confirmed that the actual instruction in Officer Efficiency Reports fulfilled the stated scope and objective of the instruction. Eighty-one per cent indicated that the stated scope and objective in this subject area did reflect the knowledge they need at this stage of their career. Significantly, 37 per cent and 36 per cent stated that the instruction was very effective as it related to Part A and Part B, respectively. Eighty-seven per cent believed that the instruction hours in this subject area should be increased or remain the same. A favorable 27 per cent reported that the teaching hours should be increased in this subject area.

TABLE 14

## EVALUATION OF SUBJECT AREA 12: OFFICER EFFICIENCY REPORTS--2 HOURS

Answers from Respondents	Per Cent
Part A: Instruction Fulfilled Scope and Objectives?	
No Answer . . . . .	1
Needs Improving . . . . .	17
Adequate . . . . .	45
Very Effective . . . . .	37
Answered Improperly . . . . .	0
Part B: Instruction Reflected Knowledge Needed?	
No Answer . . . . .	1
Needs Improving . . . . .	18
Adequate . . . . .	45
Very Effective . . . . .	36
Answered Improperly . . . . .	0
Part C: Usefulness of Subject Area?	
Not Selected . . . . .	56
Least Useful . . . . .	3
Most Useful . . . . .	29
Answered Improperly . . . . .	12
Part D: Teaching Hour(s) Should Be?	
No Answer . . . . .	4
Eliminated . . . . .	0
Decreased . . . . .	4
Unchanged . . . . .	60
Increased . . . . .	27
Answered Improperly . . . . .	5

Subject Area 13: Officer Promotions--2 Class Hours

Behavioral objectives and instruction time.--The behavioral objectives for the student in this subject area were that the student be able to:

1. Describe the temporary promotion system for all officers except Medical Corps officers.
2. Counsel subordinates on the temporary promotion system.
3. Make career decisions which will give the student the greatest chances for promotion.

Two class hours were devoted to the instruction of this subject area.

Analysis of data.--Eighty-nine per cent of the respondents confirmed, as shown in Table 15, that the actual instruction in Officer Promotions fulfilled the stated scope and objectives of the instruction. Twenty-nine per cent of the 89 per cent indicated that the instruction was very effective. Ninety-three per cent reported that the stated scope and objectives in this subject area reflected the knowledge they need at this stage of their career. A favorable 34 per cent indicated that the instruction very effectively covered this needed knowledge. Responses to Part D showed that 83 per cent stated that the instruction hours in this subject should remain the same or be increased.

TABLE 15

## EVALUATION OF SUBJECT AREA 13: OFFICER PROMOTION--2 HOURS

Answers from Respondents	Per Cent
Part A: Instruction Fulfilled Scope and Objectives?	
No Answer . . . . .	1
Needs Improving . . . . .	10
Adequate . . . . .	60
Very Effective . . . . .	29
Answered Improperly . . . . .	0
Part B: Instruction Reflected Knowledge Needed?	
No Answer . . . . .	1
Needs Improving . . . . .	6
Adequate . . . . .	59
Very Effective . . . . .	34
Answered Improperly . . . . .	0
Part C: Usefulness of Subject Area?	
Not Selected . . . . .	71
Least Useful . . . . .	7
Most Useful . . . . .	10
Answered Improperly . . . . .	12
Part D: Teaching Hour(s) Should Be?	
No Answer . . . . .	4
Eliminated . . . . .	1
Decreased . . . . .	9
Unchanged . . . . .	70
Increased . . . . .	13
Answered Improperly . . . . .	3



Subject Area 14: Officer Retirement--1 Class Hour

Behavioral objectives and instruction time.--One class hour was devoted to teaching this subject area. The behavioral objectives for the student of this instruction were that the student be able to:

1. Discuss retirement criteria and entitlements.
2. Discuss the significance of separation prior to qualification for retirement.

Analysis of data.--Responses to Question No. 2, Part A, presented in Table 16, showed that 79 per cent reported that the actual instruction fulfilled the stated scope and objectives of the course. Eighty-four per cent of the respondents indicated that the stated scope and objectives in this subject area reflected the knowledge they need at this stage of their career. Responses to Part C revealed that 35 per cent stated that the instruction in Officer Retirement was least useful in helping them meet the requirements of their jobs. Eighty-five per cent of the respondents confirmed that the teaching hours in this subject area should remain the same or be increased.

TABLE 16

## EVALUATION OF SUBJECT AREA 14: OFFICER RETIREMENT--1 HOUR

Answers from Respondents	Per Cent
Part A: Instruction Fulfilled Scope and Objectives?	
No Answer . . . . .	0
Needs Improving . . . . .	21
Adequate . . . . .	56
Very Effective . . . . .	23
Answered Improperly . . . . .	0
Part B: Instruction Reflected Knowledge Needed?	
No Answer . . . . .	0
Needs Improving . . . . .	16
Adequate . . . . .	63
Very Effective . . . . .	21
Answered Improperly . . . . .	0
Part C: Usefulness of Subject Area?	
Not Selected . . . . .	49
Least Useful . . . . .	35
Most Useful . . . . .	4
Answered improperly . . . . .	12
Part D: Teaching Hour(s) Should Be?	
No Answer . . . . .	2
Eliminated . . . . .	2
Decreased . . . . .	8
Unchanged . . . . .	66
Increased . . . . .	19
Answered Improperly . . . . .	3

Subject Area 15: Survivor Benefits--2 Class Hours

Behavioral objectives and instruction time.--The behavioral objectives for the student in this subject area were that the student be able to:

1. Discuss and evaluate the various benefits to which military survivors may be entitled.
2. Appreciate the need for family estate planning.

Two class hours were devoted to the instruction in this subject area.

Analysis of data.--As shown in Table 17, 93 per cent confirmed that the actual instruction fulfilled the stated scope and objectives of the course. Ninety-four per cent of the respondents indicated that the stated scope and objectives of this subject area reflected the knowledge they need at this stage of their career. Part C responses showed that 28 per cent stated that the instruction in Survivor Benefits was least useful in helping them meet the requirements of their jobs. Eighty-five per cent of the respondents reported that the teaching hours in this subject area should remain the same or be increased. Very significantly the respondents--54 per cent and 42 per cent--elected that the instruction in this subject area was very effective as it pertained to Parts A and B, respectively.

TABLE 17

## EVALUATION OF SUBJECT AREA 15: SURVIVOR BENEFITS--2 HOURS

Answers from Respondents	Per Cent
<b>Part A: Instruction Fulfilled Scope and Objectives?</b>	
No Answer . . . . .	0
Needs Improving . . . . .	7
Adequate . . . . .	39
Very Effective . . . . .	54
Answered Improperly . . . . .	0
<b>Part B: Instruction Reflected Knowledge Needed?</b>	
No Answer . . . . .	0
Needs Improving . . . . .	6
Adequate . . . . .	52
Very Effective . . . . .	42
Answered Improperly . . . . .	0
<b>Part C: Usefulness of Subject Area?</b>	
Not Selected . . . . .	45
Least Useful . . . . .	28
Most Useful . . . . .	15
Answered Improperly . . . . .	12
<b>Part D: Teaching Hour(s) Should Be?</b>	
No Answer . . . . .	2
Eliminated . . . . .	0
Decreased . . . . .	10
Unchanged . . . . .	67
Increased . . . . .	18
Answered Improperly . . . . .	3

### Usefulness of Subjects

Each of the fifteen subjects has been discussed in turn. A logical question is "How did the respondents rank these subjects on usefulness under Part C of Question 2?" Figure 5 shows that the three least useful subjects were Safety Management, Officer Retirement, and Survivor Benefits. Figure 6 shows the three most useful subjects were Counseling, Manpower Management, and Civilian Personnel Management.

### Time Spent on Personnel Management Matters

Question No. 3 asked the respondents for the number of hours they spent during their normal eight-hour day on personnel management duties--the fifteen subject areas. Table 18 shows that they spent an average of 2.82 work hours per day or 35 per cent of their working time on matters pertaining to the personnel management subject areas.

TABLE 18

#### AVERAGE NUMBER OF HOURS SPENT IN PERSONNEL MANAGEMENT SUBJECT AREAS DURING NORMAL EIGHT-HOUR WORK DAY

Number of persons not answering question . . . . .	11
Number of persons answering question . . . . .	87
Average number hours spent per person (daily) . . . . .	2.82

### Number of Persons Supervised

Question No. 4 asked the respondents how many persons they supervised. Table 19 shows that the respondents supervise an average of 13.55 persons in their job capacities.

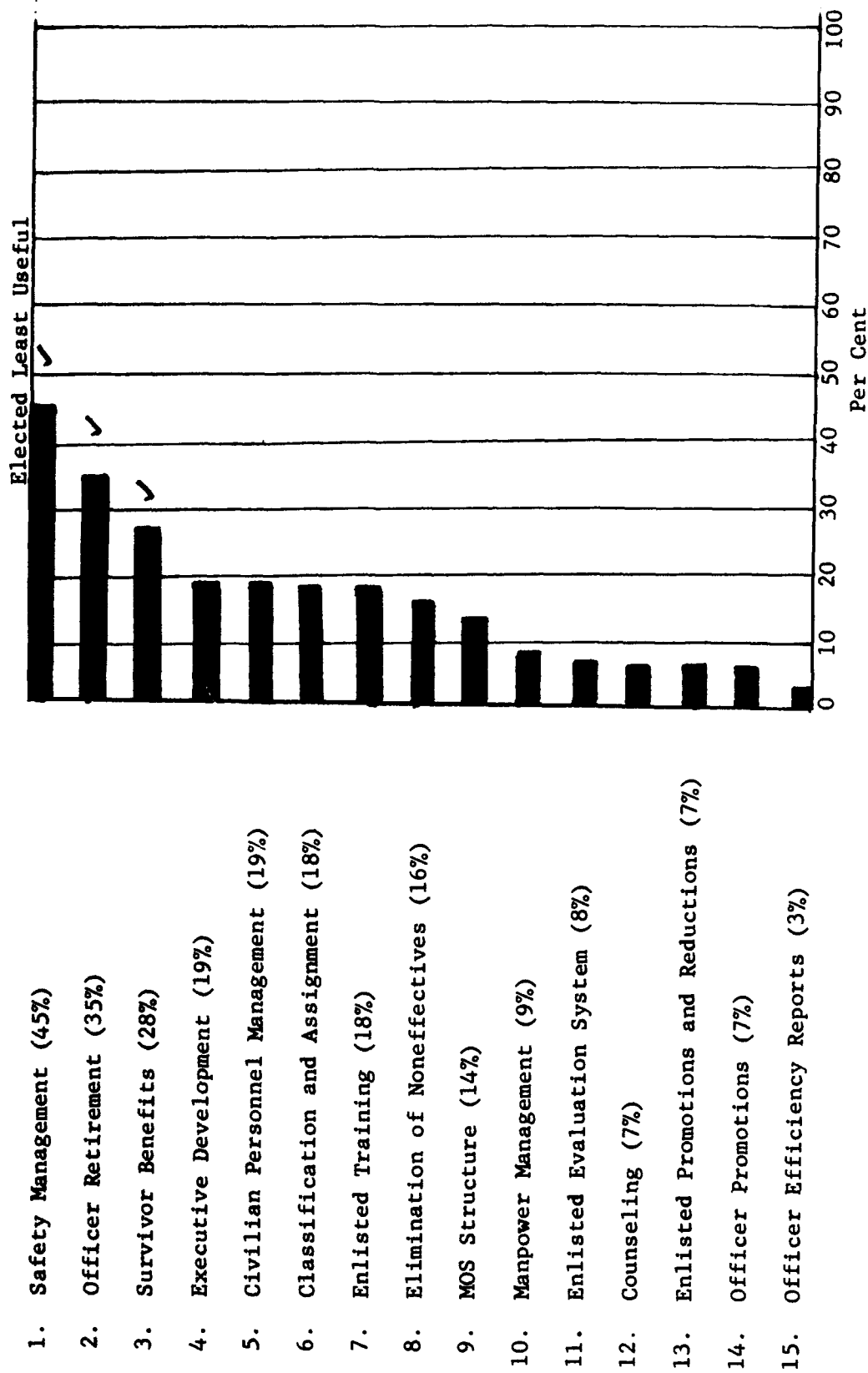


Fig. 5.--Three Least Useful Subject Areas, Class Number 3, Course 6-8-C22, FY 1968

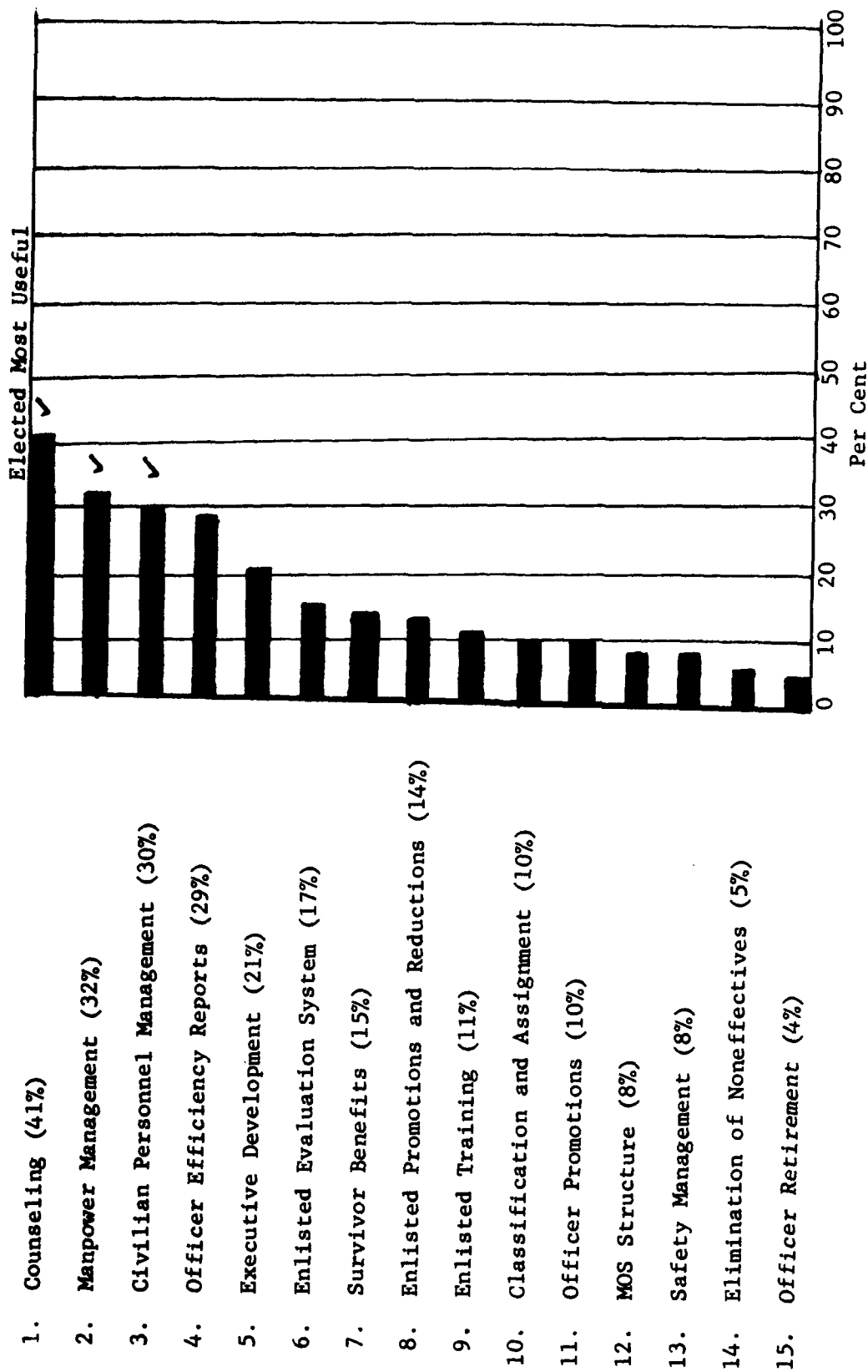


Fig. 3.--Three Most Useful Subject Areas, Class Number 3, Course 6-8-C22, FY 1968

TABLE 19  
AVERAGE NUMBER PERSONS SUPERVISED

Number of persons not answering question . . . . .	3
Number of persons answering question . . . . .	95
Average number persons supervised . . . . .	13.55

Analysis of Recommended Subject Areas

Question No. 5 asked the respondents to list the subjects that they would add to the personnel management instruction. Their thirty responses mentioned only fifteen additional topics. The number of recommendations ranged from a high of six responses for "Human Relations Practical Exercise" to a low of one response for each of eight other topics. Table 20 lists these subjects in order of their popularity and alphabetically within the same popularity zone. Comments will be made on each subject area in their order of listing on Table 20. These comments show what is taught in this course relative to the recommended subject areas.

1. Human Relations Practical Exercise.--The six respondents recommending this subject area believed that the graduates of this course needed more practical exercise in helping them solve human relations problems. The Department of Administration has introduced "skits" to help stimulate comments from students during classes and also to show human relations problems that the student may become involved in.



TABLE 20  
RECOMMENDED SUBJECT AREAS

Recommended Topic	No. of Respondents Recommending
1. Human Relations Practical Exercise . . . . .	6
2. Personnel Problems Seminar--Hardship Discharges and Compassionate Reassignments . . . . .	4
3. Industrial Psychology . . . . .	3
4. Officer/Senior Enlisted and Enlisted Relations . . .	3
5. Civilian Personnel Management (Extended Hours) . . .	2
6. Effective Communications . . . . .	2
7. Interviewing Techniques and Procedures . . . . .	2
8. Conduct of Meetings . . . . .	1
9. Evaluating Job Performance . . . . .	1
10. Group Dynamics . . . . .	1
11. Medical Department Career Programs . . . . .	1
12. Military Correspondence . . . . .	1
13. Philosophy of Management . . . . .	1
14. Recognizing Environmental Strain . . . . .	1
15. Uniform Services Health Benefits Program (Medicare)	1
Total	<u>30</u>

2. Personnel Problems Seminar--Hardship Discharges and Compassionate Reassignments.--The personnel management instruction in this course is not designed to make the graduate a personnel officer. All officers are exposed to Army Regulations on their jobs, and these regulations outline the detailed procedure for handling such cases.

3. Industrial Psychology.--This subject is taught under "Social Dimensions of Command Management" by the Department of Neuropsychiatry.

4. Officer/Senior Enlisted and Enlisted Relations.--The Department of Administration conducts a two-hour seminar on this subject area.

5. Civilian Personnel Management (Extended Hours).--It appears, from the two recommendations for this subject area, that these respondents believed that the four class hours used in teaching this subject were not enough in helping them meet the requirements of their jobs.

6. Effective Communications.--Throughout the course, effective communication is emphasized. There were thirty-six class hours in oral communication, twelve class hours on staff studies, and, again, eleven class hours of formal briefing.

7. Interviewing Techniques and Procedures.--This subject area was covered in the block of instruction on counseling.

8. Conduct of Meetings.--The Department of Administration presented six hours of instruction in conference techniques and eleven hours of instruction in formal briefing.

9. Evaluating Job Performance.--This area is taught under instruction in Enlisted Evaluation System and Enlisted Promotions and Reductions.

10. Group Dynamics.--This subject is taught under "Social Dimensions of Command Management" by the Department of Neuropsychiatry.

11. Medical Department Career Programs.--A personnel management team from the Office of the Surgeon General, Department of Army, visited each advanced class and each student had an opportunity for a personal interview.

12. Military Correspondence.--There are not only numerous class hours devoted to different aspects of this subject, but also there is a twenty-two hour practical exercise devoted to developing efficiency in military correspondence related matters.

13. Philosophy of Management.--The Department of Administration devotes two hours for a presentation of guidelines on the personal development of a philosophy of management.

14. Recognizing Environmental Strain.--This subject is taught under "Management of the Noneffective" by the Department of Neuropsychiatry.

15. Uniform Services Health Benefits Program (Medicare).--This subject is taught by Patient Administration Branch, Department of Administration. Four class hours are devoted to instruction in this subject.

### Summary

The goal of this study was to determine the suitability and the applicability of the forty-one class hours of instruction on personnel management subject areas presented during Fiscal Year 1968 by the Department of Administration, USAMFSS, to Class Number 3, Course 6-8-C22, Army Medical Service Officer Advanced. Chapter III has presented the survey data, showing the response data to Parts A to D of Question No. 2 for each of the fifteen subject areas taken from computerized IBM cards. Each subject has also been presented by stating the school's behavioral objectives. The goal of this research study suggests further comparative analysis of Parts A to D, Question No. 2, that show the "ranking" of subjects in these four response areas.

Thus, in Chapter IV, Conclusions and Recommendations, more conclusive and comparative data will be presented to aid this writer to interpret the respondents' replies about the suitability and the applicability of these fifteen subject areas. In Chapter IV, definite conclusions will be drawn and recommendations will be made.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### Background for Conclusions

Through the use of the mail questionnaire, this research project has covered a wide international geographical area to reach the graduates of Class Number 3, Course 6-8-C22, Fiscal Year 1968. The favorable response to this survey and the support that the respondents gave to these personnel management subject areas have greatly assisted this researcher in his attempt to answer the pertinent questions regarding the instruction.

Appreciating the evaluative task of the educator or the administrator, this researcher was concerned with the major question--How well were these subject areas taught? So far, the data have been collected to provide evidence for analysis and interpretation. This study is at its critical step--the interpretation to determine how well the goal has been accomplished. The interpretation at this phase of the project has been greatly aided by the ninety-eight responses--64 per cent of the total--to the survey.

In an attempt to refine the data from this study and to interpret further what opinions the respondents had over and above those which were presented in the analysis of data in Chapter III, four tables and four graphs were constructed for the conclusion in this

chapter. The purpose of these tables and graphs is to show and illustrate:

1. the "very effective" and the "needs improving" responses for Parts A and B;
2. the "most useful" and the "least useful" responses for Part C;
3. the "increased," the "decreased," and the "eliminated" responses for Part D.

It is believed that these tables and graphs lead to reaching a conclusion on the respondents' opinions relative to these three extreme areas--areas involving responses other than "the subject areas were adequate" or "the instruction time should remain unchanged."

#### Ranking Evaluation of Part A

Table 21 shows those subject areas elected "very effective" and those elected "needs improving" for Part A. Figure 7 graphically illustrates these subject areas. Example 1 below shows how this table and graph were constructed.

Example 1. Thirty-four per cent of the respondents said that Survivor Benefits was "very effective" and 7 per cent said that Survivor Benefits "needs improving." A plus value was assigned to the response "very effective," and a minus value was assigned to the response "needs improving." The -7 per cent was subtracted from the +34 per cent, leaving an overall rating of +27 per cent "very effective" response for Survivor Benefits.

TABLE 21

## EVALUATION OF PART A: INSTRUCTION FULFILLED COURSE GOALS

Subject Area	+ Very Effective	- Needs Improving	Overall Rating
Survivor Benefits	34	7	+27
MOS Structure	37	12	+25
Enlisted Evaluation System	32	7	+25
Counseling	41	20	+21
Officer Efficiency Reports	37	17	+20
Officer Promotion	29	10	+19
Manpower Management	32	19	+13
Classification and Assignment	28	17	+11
Civilian Personnel Management	29	21	+ 8
Enlisted Promotions and Reductions	25	20	+ 5
Officer Retirement	23	21	+ 2
Enlisted Training	16	23	- 7
Safety Management	11	21	-10
Executive Development	18	29	-11
Elimination of Noneffectives	13	31	-18

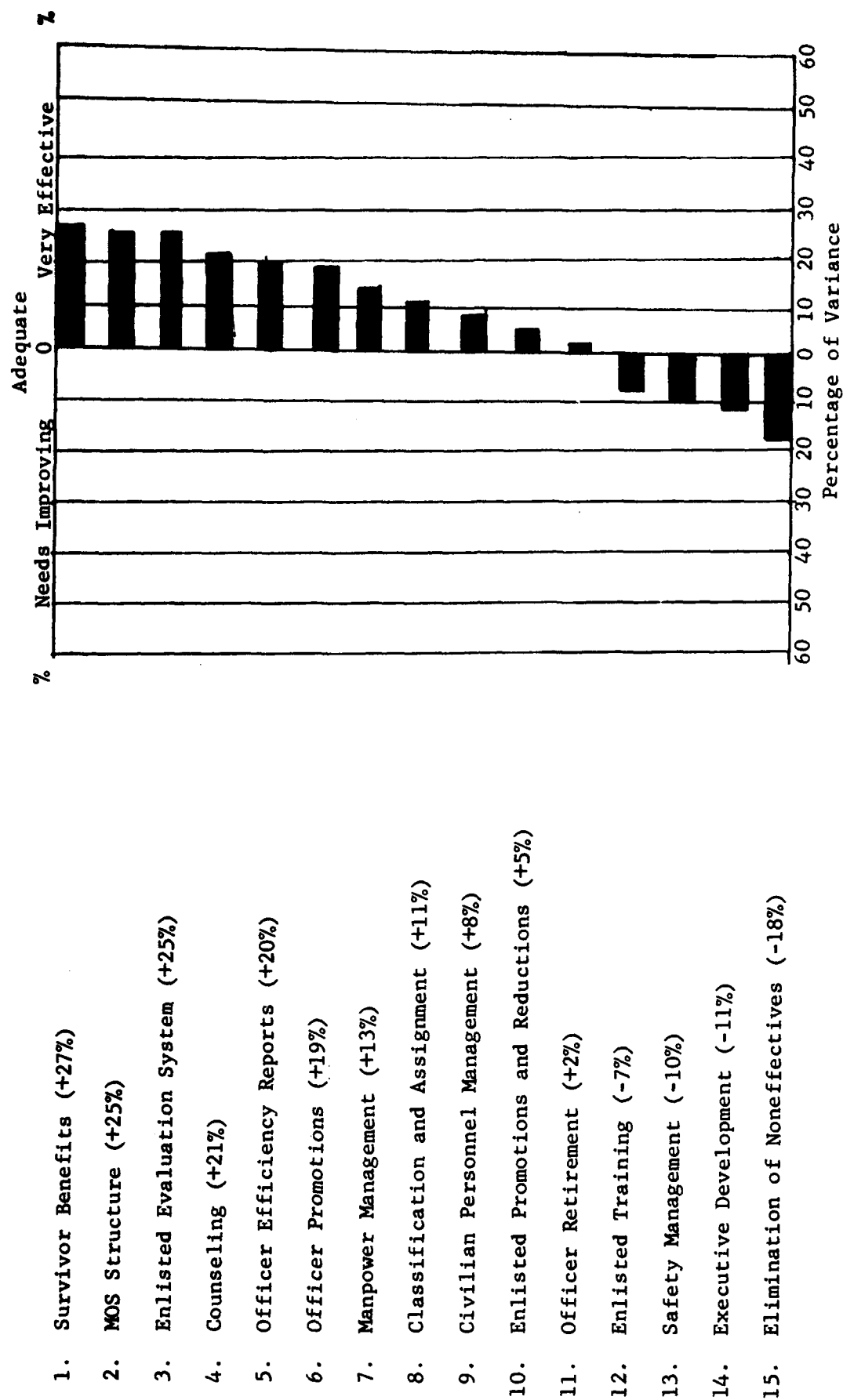


Fig. 7.--Evaluation of Part A: Instruction Fulfilled Course Goals



### Ranking Evaluation of Part B

Table 22 shows those subject areas elected "very effective" and those elected "needs improving" for Part B. Figure 8 graphically illustrates these subject areas. Example 2 below shows how this table and graph were constructed.

Example 2. Forty-two per cent of the respondents said that Survivor Benefits was "very effective" and 6 per cent said that Survivor Benefits "needs improving." A plus value was assigned to the response "very effective," and a minus value was assigned to the response "needs improving." The -6 per cent was subtracted from the +42 per cent, leaving an overall rating of +36 per cent "very effective" response for Survivor Benefits.

### Comparison Analysis: Usefulness of Subject Areas

Table 23 shows those subject areas elected "most useful" and those elected "least useful" in meeting the job requirements. Figure 9 graphically illustrates these subject areas. Example 3 below shows how this table and graph were constructed.

Example 3. Forty-one per cent of the respondents said that Counseling was "most useful" and 7 per cent said that Counseling was "least useful." A plus value was assigned to the response "most useful," and a minus value was assigned to the response "least useful." The -7 per cent was subtracted from the +41 per cent, leaving an overall rating of +34 per cent "most useful" response for Counseling.

TABLE 22

EVALUATION OF PART B: COURSE GOALS COMPATIBLE  
WITH GRADUATES' CURRENT NEEDS

Subject Area	+ Very Effective	- Needs Improving	Overall Rating
Survivor Benefits	42	6	+36
MOS Structure	41	12	+29
Officer Promotions	34	6	+28
Enlisted Evaluation System	33	9	+24
Manpower Management	32	12	+20
Classification and Assignment	32	14	+18
Officer Efficiency Reports	36	18	+18
Counseling	28	19	+ 9
Enlisted Promotions and Reductions	23	17	+ 6
Officer Retirement	21	16	+ 5
Civilian Personnel Management	28	24	+ 4
Executive Development	17	21	- 4
Enlisted Training	15	20	- 5
Elimination of Noneffectives	19	24	- 5
Safety Management	13	20	- 7

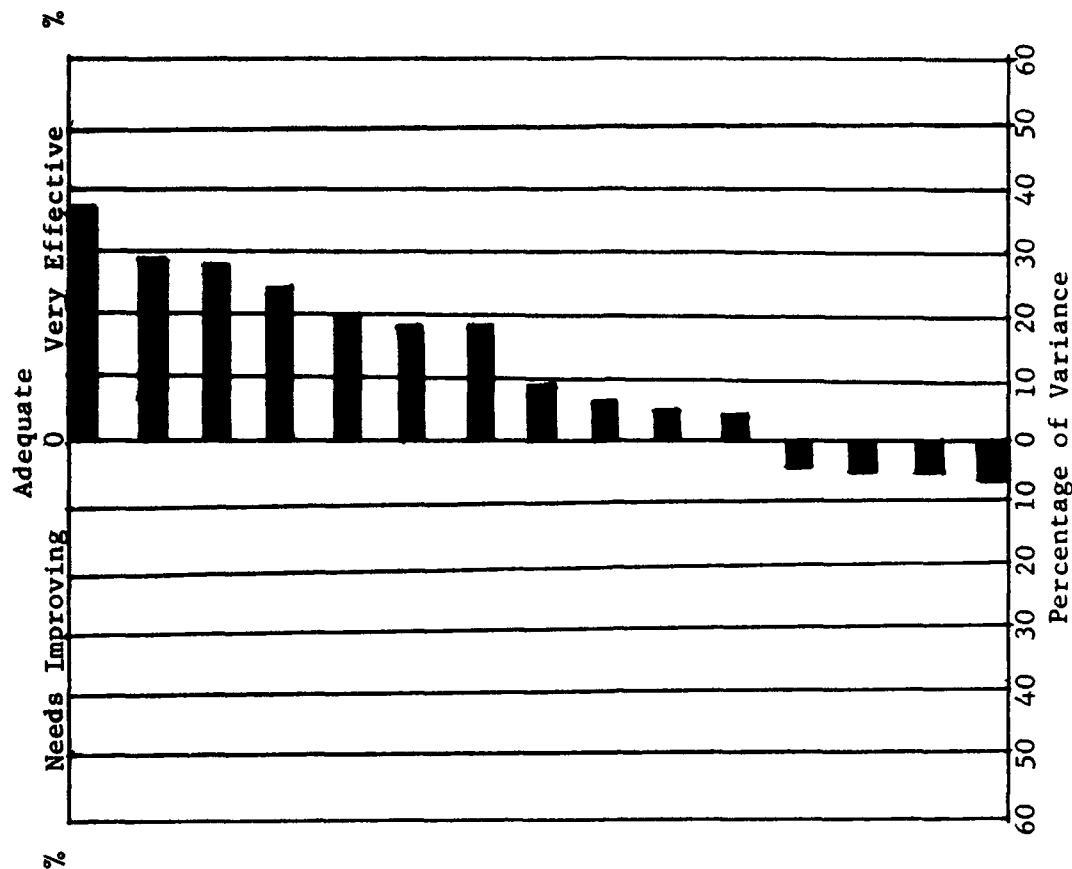


Fig. 8.--Evaluation of Part B: Course Goals Compatible with Graduates Current Needs

TABLE 23

## COMPARISON ANALYSIS: USEFULNESS OF SUBJECT AREAS

Subject Area	+ Most Useful	- Least Useful	Overall Rating
Counseling	41	7	+34
Officer Efficiency Reports	29	3	+26
Manpower Management	32	9	+23
Civilian Personnel Management	30	19	+11
Enlisted Evaluation System	17	8	+ 9
Enlisted Promotions and Reductions	14	7	+ 7
Officer Promotions	10	7	+ 3
Executive Development	21	19	+ 2
MOS Structure	8	14	- 6
Enlisted Training	11	18	- 7
Classification and Assignment	10	18	- 8
Elimination of Noneffectives	5	16	-11
Survivor Benefits	15	28	-13
Officer Retirement	4	35	-31
Safety Management	8	45	-37

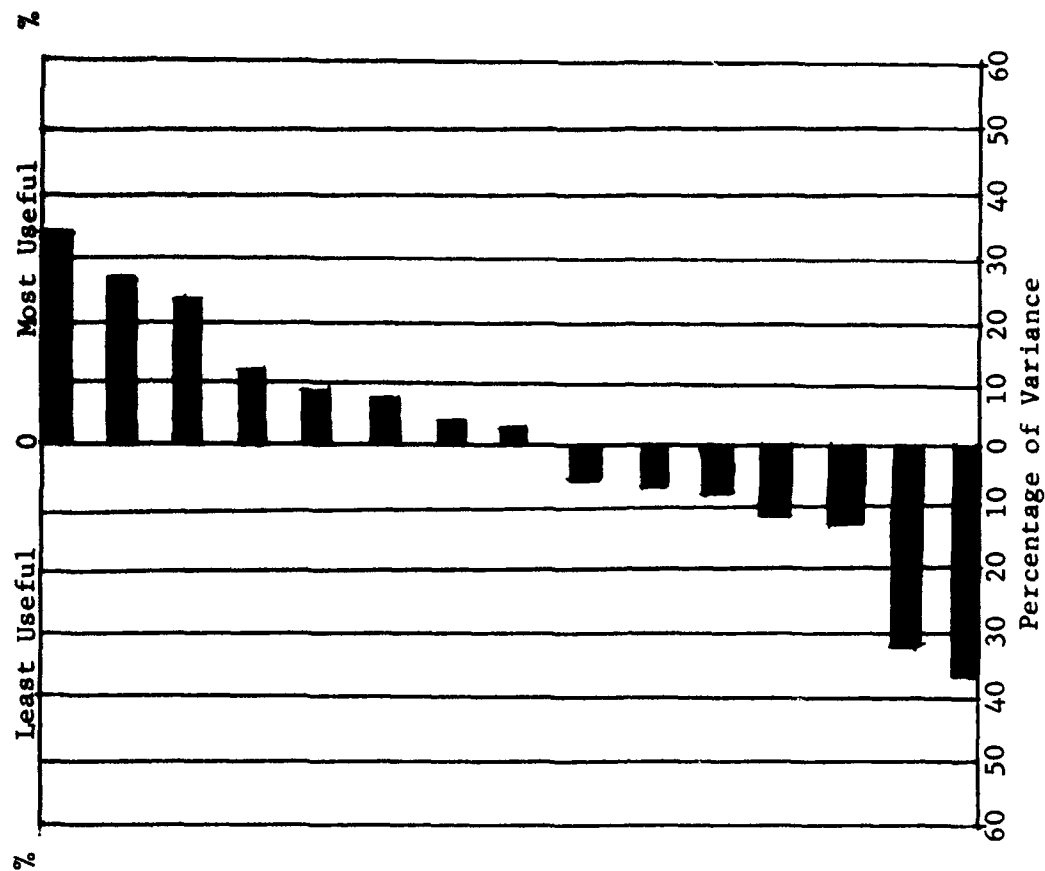


Fig. 9.--Comparison Analysis: Usefulness of Subject Areas

Comparison Analysis of Part D: Allocation  
of Teaching Hours

Table 24 shows those subject areas in which the teaching hours were elected to be "increased," "decreased" and "eliminated." Figure 10 graphically illustrates these subject areas. Example 4 below shows how this table and graph were constructed.

Example 4. Thirty-four per cent of the respondents said that the instruction time in Counseling should be "increased"; 6 per cent said that it should be "decreased"; and 3 per cent said that it should be "eliminated." A plus value was assigned to the response "increased," and a minus value was assigned to the responses "decreased" and "eliminated." Also, the response "eliminated" was given a double minus value. When the 3 per cent (minus value) "eliminated" response is doubled and added to the 6 per cent "decreased" response, Counseling has a +34 per cent and a -12 per cent mix, resulting in an overall rating of +22 per cent "increased" response for Counseling.

Conclusion on Eleven Subject Areas  
for Parts A and B

1. It appears that the actual instruction in the eleven subject areas below clearly fulfilled the stated scope and objectives of the course, and that the stated scope and objectives of these subject areas clearly reflect the knowledge that the graduate states he needs at this stage of his career. These subject areas and per cent favorable response for Parts A and B as discussed in Chapter III and shown in Tables 3-17 are as follows:

TABLE 24

## COMPARISON ANALYSIS OF PART D: ALLOCATION OF TEACHING HOURS

Subject Area	- Eliminate*	+ Decrease	- Total	+ Increase	Overall Rating
Manpower Management	0	4	4	36	+32
Civilian Personnel Management	3	11	17	41	+24
Officer Efficiency Reports	0	4	4	27	+23
Counseling	3	6	12	34	+22
Elimination of Noneffectives	1	7	9	31	+22
Enlisted Promotions and Reductions	0	8	8	23	+15
Survivor Benefits	0	10	10	18	+ 8
Officer Retirement	2	8	12	19	+ 7
Enlisted Evaluation System	2	4	8	12	+ 4
MOS Structure	1	7	9	11	+ 2
Classification and Assignment	1	11	13	15	+ 2
Officer Promotion	1	9	11	13	+ 2
Executive Development	6	14	26	25	- 1

TABLE 24--Continued

Subject Area	- Eliminate*	+ Decrease	- Total	+ Increase	Overall Rating
Enlisted Training	4	7	15	14	- 1
Safety Management	27	12	66	8	-58

\*This value is given double weight in determining the total.



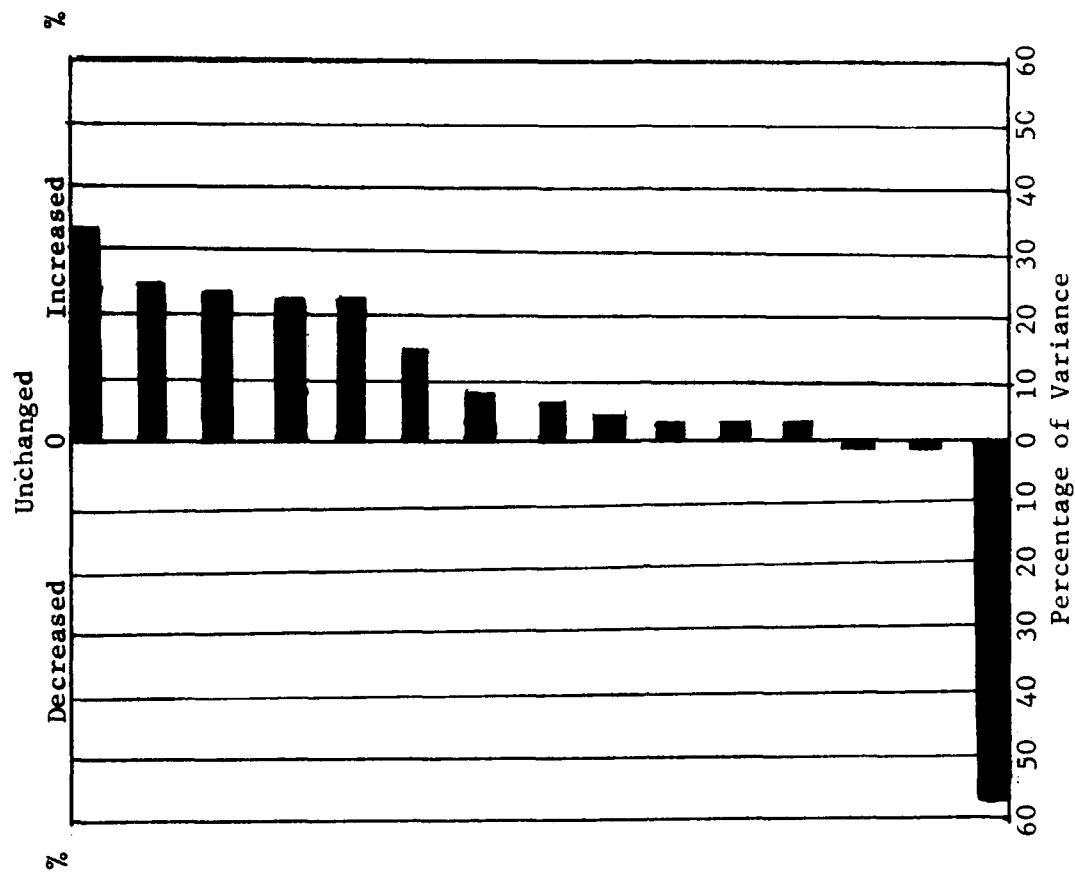


Fig. 10.--Comparison Analysis of Part D: Allocation of Teaching Hours

- a. Counseling: Part A--80 per cent; Part B--81 per cent.
- b. Manpower Management: Part A--80 per cent; Part B--88 per cent.
- c. MOS Structure: Part A--87 per cent; Part B--88 per cent.
- d. Classification and Assignment: Part A--82 per cent; Part B--86 per cent.
- e. Enlisted Evaluation System: Part A--93 per cent; Part B--91 per cent.
- f. Enlisted Promotions and Reductions: Part A--79 per cent; Part B--82 per cent.
- g. Civilian Personnel Management: Part A--79 per cent; Part B--75 per cent.
- h. Officer Efficiency Reports: Part A--82 per cent; Part B--81 per cent.
- i. Officer Promotions: Part A--89 per cent; Part B--93 per cent.
- j. Officer Retirement: Part A--79 per cent; Part B--84 per cent.
- k. Survivor Benefits: Part A--93 per cent; Part B--94 per cent.

2. Additional comments seem appropriate on these eleven subject areas relative to their fulfilling the stated scope and objectives of the course and their reflecting the knowledge that the graduate needs at this stage of his career.

a. In reaching a conclusion on the respondents' extreme responses, using the method explained in Example 1 earlier in this chapter and shown and illustrated in Table 21 and Figure 7, the instruction in these eleven subject areas was rated "very effective" as it pertains to Part A. These eleven subject areas are listed in the order of their overall "very effective" rating as follows:

- (1) Survivor Benefits: +27 per cent.
- (2) MOS Structure: +25 per cent.
- (3) Enlisted Evaluation System: +25 per cent.
- (4) Counseling: +21 per cent.
- (5) Officer Efficiency Reports: +20 per cent.
- (6) Officer Promotions: +19 per cent.
- (7) Manpower Management: +13 per cent.
- (8) Classification and Assignment: +11 per cent.
- (9) Civilian Personnel Management: +8 per cent.
- (10) Enlisted Promotions and Reductions: +5 per cent.
- (11) Officer Retirement: +2 per cent.

b. The respondents' extreme responses, using the method explained earlier in Example 2 in this chapter and shown and illustrated in Table 22 and Figure 8, revealed that the instruction in these eleven subject areas was "very effective" as it pertains to Part B. These subject areas in the order of their overall "very effective" rating are as follows:

- (1) Survivor Benefits: +36 per cent.
- (2) MOS Structure: +29 per cent.

- (3) Officer Promotion: +28 per cent.
- (4) Enlisted Evaluation System: +24 per cent.
- (5) Manpower Management: +20 per cent.
- (6) Classification and Assignment: +18 per cent.
- (7) Officer Efficiency Reports: +18 per cent.
- (8) Counseling: +9 per cent.
- (9) Enlisted Promotions and Reductions: +6 per cent.
- (10) Officer Retirement: +5 per cent.
- (11) Civilian Personnel Management: +4 per cent.

Conclusions on Four Subject Areas  
for Parts A and B

1. The instruction in Enlisted Training appears to have fulfilled the stated scope and objectives of the course with a 75 per cent favorable response, and the stated scope and objective of this instruction appear to reflect the knowledge that the graduate needs by having a 78 per cent favorable response. However, Table 21 and Figure 7 show and illustrate that, in considering only the extreme opinions of the respondents, this subject area has an overall rating of "needs improving" for Part A and Part B. Part A has a -7 per cent rating, and Part B has a -5 per cent rating.

2. The instruction in Executive Development seems to have only moderately accomplished its objectives. The 29 per cent response of the respondents believing that the actual instruction in this subject area "needs improving" to fulfill the stated scope and objectives of the course should be considered a negative response to the

accomplishment of this instruction. Also, in considering the extreme positions of the respondents, Table 21 and Figure 7 show that this subject area received an overall "needs improving" rating for Part A and Part B with a -11 per cent for Part A and a -4 per cent for Part B.

3. In the area of Safety Management, the instruction appears to have fulfilled the stated scope and objectives of the course with a 77 per cent favorable response, and the stated scope and objectives appear to reflect the knowledge that the graduate needs by having 78 per cent favorable response. However, when extreme positions of the respondents are considered, Safety Management has an overall "needs improving" rating, with a -10 per cent for Part A and a -7 per cent for Part B.

4. Instruction in Elimination of Noneffectives seems to have failed to accomplish its objectives. Also, the stated scope and objectives of this subject area appear to have only moderately reflected the knowledge that the graduate needs at this stage of his career. When the extreme opinions of the respondents are considered, the instruction in this subject area received a "needs improving" overall rating as far as Part A and Part B are concerned. Part A has a -18 per cent rating, and Part B has a -7 per cent rating.

#### Conclusions on Least Useful and Most Useful Subject Areas

1. Figures 5 and 6 on pages 52 and 53 in Chapter III illustrate the least useful and the most useful subject areas in helping respondents meet the requirements of their jobs. Figure 5 shows that

Safety Management with 45 per cent response, Officer Retirement with 35 per cent, and Survivor Benefits with 28 per cent were the three least useful subject areas in helping the respondents meet the requirements of their jobs. Figure 6 shows that Counseling with 41 per cent response, Manpower Management with 32 per cent, and Civilian Personnel Management with 30 per cent were the three most useful subjects in this respect.

2. Table 23 on page 66 and Figure 9 on page 67 show the extreme opinions of the respondents on the usefulness of subject areas. The overall rating in Table 23 and the illustration in Figure 9 were ascertained by using the method explained in Example 3 earlier in this chapter. The responses representing the extreme views are as follows:

a. Least Useful Subject Areas

- (1) MOS Structure: -6 per cent.
- (2) Enlisted Training: -7 per cent.
- (3) Classification and Assignment: -8 per cent.
- (4) Elimination of Noneffectives: -11 per cent.
- (5) Survivor Benefits: -13 per cent.
- (6) Officer Retirement: -31 per cent.
- (7) Safety Management: -37 per cent.

b. Most Useful Subject Areas

- (1) Counseling: +34 per cent.
- (2) Officer Efficiency Reports: +26 per cent.
- (3) Manpower Management: +23 per cent.
- (4) Civilian Personnel Management: +11 per cent.

- (5) Enlisted Evaluation System: +9 per cent.
- (6) Enlisted Promotions and Reductions: +7 per cent.
- (7) Officer Promotions: +3 per cent.
- (8) Executive Development: +2 per cent.

#### Conclusions on Allocation of Teaching Hours

1. The analysis of data in Chapter III showed that the respondents elected the teaching hours in the subject areas below remain the same or be increased. The subject areas with the total per cent contributing toward their teaching hours remaining the same or being increased follow:

- a. Manpower Management: 90 per cent.
- b. Counseling: 87 per cent.
- c. Enlisted Evaluation System: 87 per cent.
- d. Officer Efficiency Reports: 87 per cent.
- e. Enlisted Promotions and Reductions: 85 per cent.
- f. MOS Structure: 85 per cent.
- g. Officer Retirement: 85 per cent.
- h. Survivor Benefits: 85 per cent.
- i. Enlisted Training: 84 per cent.
- j. Officer Promotions: 83 per cent.
- k. Civilian Personnel Management: 82 per cent.
- l. Classification and Assignment: 81 per cent.
- m. Elimination of Noneffectives: 81 per cent.
- n. Executive Development: 74 per cent.

o. Safety Management: 55 per cent (unfavorable response).

2. When the extreme opinions of the respondents were considered as shown in Figure 10 on page 35, the following overall ratings were revealed:

- a. Manpower Management: +32 per cent.
- b. Civilian Personnel Management: +24 per cent.
- c. Officer Efficiency Reports: +23 per cent.
- d. Counseling: +22 per cent.
- e. Elimination of Noneffectives: +22 per cent.
- f. Enlisted Promotions and Reductions: +15 per cent.
- g. Survivor Benefits: +8 per cent.
- h. Officer Retirement: +7 per cent.
- i. Enlisted Evaluation System: +4 per cent.
- j. MOS Structure: +2 per cent.
- k. Classification and Assignment: +2 per cent.
- l. Officer Promotions: +2 per cent.
- m. Executive Development: -1 per cent.
- n. Enlisted Training: -1 per cent.
- o. Safety Management: -58 per cent.

Other Conclusions on Least Useful Subject  
Areas and Allocation of Teaching Hours

1. Instruction in the area of Safety Management was elected one of the three least useful subject areas in helping graduates meet the requirements of their jobs. Respondents contributing to the negative response--39 per cent--for decreasing or eliminating this subject



area gave no reasons but apparently believed that too much time is spent on this instruction relative to the contribution of this instruction toward the successful performance of their jobs.

2. Instruction in Officer Retirement was also elected one of the three least useful in helping graduates meet the requirements of their jobs. There were no specific comments to aid in analyzing the contrast--35 per cent believing the instruction was least useful and 85 per cent believing that the teaching hours should remain the same or be increased--in the response to this subject area. However, it appears that this instruction identified with the personal needs and not the job performance needs of the student. The student needs to know about officer retirement, but he does not normally use this knowledge in the performance of his job. Apparently, this explains the glaring contrast between the poor showing in need of this instruction for job performance and the high response percentage expressing the desire for the instruction in this subject area to remain the same or be increased.

3. In the area of Survivor Benefits, the instruction was elected one of the three least useful in helping graduates meet the requirements of their jobs. Again there were no specific comments to aid in analyzing the contrast--28 per cent believing that the instruction was least useful and 85 per cent believing that the teaching hours should remain the same or be increased--in the response to this subject. It also appears that the same comments apply here as did

with the instruction in Officer Retirement in that this instruction is a personal need as opposed to a job need.

#### Recommendations

This study revealed that the following eleven subject areas are of practical value, and it is recommended that the instruction time remain unchanged.

- Counseling
- Manpower Management
- MOS Structure
- Classification and Assignment
- Enlisted Evaluation System
- Enlisted Training
- Enlisted Promotions and Reductions
- Officer Efficiency Reports
- Officer Promotions
- Officer Retirement
- Survivor Benefits

The following subject areas are of practical value but appear to be deficient in allocated instruction time. It is recommended that consideration be given to increasing the instruction time in these subject areas:

- Executive Development
- Civilian Personnel Management

It is recommended that more emphasis be placed upon the effective instruction of Elimination of Noneffectives.

The area of Safety Management does not appear to be desired by the graduates, even though only one class hour was devoted to this subject. It is recommended that the Department of Administration drop this subject area from the curriculum in accordance with the need of the graduate of this course.

#### Summary

In this study, the suitability of the instruction in the fifteen subject areas has been studied as it relates to the stated scope of instruction and behavioral objectives of the Advanced Course. Also, this study has examined the applicability of the class hours relative to the actual jobs of officers who have completed the course.

Generally, it appears that the personnel management instruction in these subject areas is both suitable and applicable. The systematic examination of each of these subject areas led to this favorable analysis. Nevertheless, consideration should be given the comments on the conclusions and recommendations presented in this chapter.

This research has been particularly helpful to the writer since designing the research project and collecting the data from all the graduates was a very educationally benefiting process. However, preparing all the data for its use in the Fortran IV Computer was most challenging and in the process the writer learned how to prepare code

sheets and keypunch for an entire IBM program. But moreover, conducting this project taught the writer some of the things required in properly conducting a research survey.

It is believed that this study will aid the USAMFSS because it is a detailed analysis of the personnel management subject areas based on the responses of graduates of the course. In addition, the study is useful because the basic format could be used to analyze other blocks of instruction at the school.

APPENDIX A

SURVEY PACKET SENT TO 153 GRADUATES, CLASS  
NUMBER 3, FISCAL YEAR 1968, COURSE  
6-8-C22 ARMY MEDICAL SERVICE  
OFFICER ADVANCED

Campus Box 19  
Trinity University  
715 Stadium Drive  
San Antonio, Texas 78212

This letter is written to solicit your opinion on Personnel Management instruction that is given in the Officer Career Course at the United States Army Medical Field Service School. I believe that your opinion will be very instrumental in making a critical evaluation of this instruction and very helpful in planning future instruction for officers attending this course.

To assist me in meeting my master degree requirements in Business Administration, The Office of The Surgeon General and the Assistant Commandant, United States Army Medical Field Service School have granted me permission to conduct a thesis study on "Personnel Management Training--Course 6-8-C22 Army Medical Field Service Officer Advanced."

The purpose of this study is as follows:

- (1) to examine the current forty-one class hours of instruction presented in this course and to study the suitability of those class hours as they relate to the stated scope of instruction and behavioral objectives of this course.
- (2) to examine the applicability of those class hours relative to the actual jobs of officers who have completed this course.
- (3) to provide evaluation data for assistance in planning personnel management training.

A copy of my study will be given to the United States Army Medical Field Service School.

To meet the objective of the above purpose, I decided to conduct a survey of officers who received this forty-one hours of instruction. You were a student in Class No. 3 FY68 which is the first and only class to complete the current forty-one class hour curriculum. Therefore, I seek your opinion and would be very appreciative of your answers to the questions of this survey. The identity of officers replying is not requested on the questionnaire. My interest is in quantifying information to assist in the planning of this instruction.

Enclosure 1 is an outline of the scope and hours of instruction on Personnel Management received in Class No. 3 and the behavioral objectives of the United States Army Medical Field Service School.

Enclosure 2 is a questionnaire. Please complete this questionnaire and return it in the enclosed self-addressed envelope.

Since I have an early requirement to assemble the survey data, your cooperation is appreciated in returning the completed questionnaire in the self-addressed envelope within ten days after you have received it.

Sincerely yours,

Robert L. Bowles, Jr.  
Major MSC

Enclosures (3) 1 - Outline of Scope  
and hours of  
instruction  
2 - Questionnaire  
3 - Self-addressed envelope

PERSONNEL MANAGEMENT TRAINING--COURSE 6-8-C22 SCOPE, HOURS,  
AND BEHAVIORAL OBJECTIVES OF INSTRUCTION\*

<u>Scope</u>	<u>Hours</u>	<u>Behavioral Objectives</u>
1. Counseling	2	Ability to discuss the principles of effective performance counseling.
2. Executive Development	5	1. Ability to locate reference material on executive development, motivation and evaluation. 2. Ability to recognize by name and discuss some of the current theories and practices of executive development, motivation, and evaluation.
3. Manpower Management	3	1. Compute staffing requirements using DA Pam 20-557. 2. Complete Schedule X. 3. Describe purposes of Manpower Utilization Survey. 4. Read and explain TDA & Quarterly Manpower Voucher.
4. MOS Structure	1	1. Discuss the meanings of MOS characters. 2. Differentiate between NCO & Specialist MOS & skill level.
5. Classification and Assignment	3	1. Recognize important classification factors. 2. Discuss the meaning of and the reason for "capper" MOS. 3. Differentiate between Officer & NCO Classification & Assignment. 4. Recognize utilization priorities for enlisted personnel. 5. Discuss the MOS testing system, verification and reclassification in MOS.

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\*Furnished by Department of Administration, U.S. Army Medical Field Service School, Fort Sam Houston, Texas.

<u>Scope</u>	<u>Hours</u>	<u>Behavioral Objectives</u>
6. Enlisted Evaluation System	3	1. Describe two components of EES. 2. Recognize and discuss the rating scheme used in the Enlisted Efficiency Report. 3. Describe the various MOS test score levels and their significance. 4. Describe usefulness of the MOS test profile to the unit commander or supervisor.
7. Enlisted Training	2	1. Locate references for enlisted development opportunities, military and civilian. 2. Know three benefits of a development program. 3. Know essential factors of OJT Program.
8. Enlisted Promotions and Reductions	3	1. Ability to explain the enlisted promotion system to EM 2. Ability to define promotion authority and quotas. 3. Ability to determine promotion eligibility of EM. 4. Ability to understand circumstances for reduction for inefficiency.
9. Elimination of Noneffectives	1	1. Describe the difference between "unfit" and "unsuitable." 2. Describe commanders' counseling and rehabilitation responsibilities in elimination of noneffectives. 3. Discuss requirements for legal counsel.
10. Safety Management	1	Ability to locate source material to develop an effective safety program.
11. Civilian Personnel Management	4	1. Identify and define the two categories of Federal Civilian Employees who are paid through appropriated funds by Department of Army.



<u>Scope</u>	<u>Hours</u>	<u>Behavioral Objectives</u>
		2. Identify and define the three types of recognition which may be awarded to employee organizations by Department of Army. 3. Discuss the importance of the job description and the responsibility of the immediate supervisor. 4. Discuss the importance of awards and incentives as motivating factors within the civilian work force. 5. Ability to coordinate and prepare a well-documented disciplinary action.
12. Officer Efficiency Reports	2	Ability to prepare an efficiency report and counsel subordinates in its preparation.
13. Officer Promotions	2	1. Ability to describe temporary promotion system for all except MC officers. 2. Ability to counsel subordinates on temporary promotion system. 3. Ability to make career decisions which will give greatest chances for promotion.
14. Officer Retirement	1	1. Discuss retirement criteria and entitlements. 2. Discuss the significance of separation prior to qualification for retirement.
15. Survivor Benefits	2	1. Discuss and evaluate the various benefits to which military survivors may be entitled. 2. Appreciation of need for family estate planning.

NOTE: In addition to the above thirty-five class hours, there were two class hours used to introduce you to the personnel management course and its objectives and four class hours used to reinforce the instruction that had been presented in the course.

QUESTIONNAIRE  
PERSONNEL MANAGEMENT TRAINING - (

1. What is your present job title?
2. Listed below are Personnel Management subject areas in which you received instruction. your response to questions A, B, C, and D by placing an X on the line provided to the

Subject Areas	A. How well did the actual instruction fulfill the stated scope and objectives of the course?			B. How well did the instruction fulfill the scope and objectives of the knowledge that you have at this stage of your career?	
	Needs Improving	Adequate	Very Effective	Needs Improving	Adequate
1. Counseling	1. _____	1. _____	1. _____	1. _____	1. _____
2. Executive Development	2. _____	2. _____	2. _____	2. _____	2. _____
3. Manpower Management	3. _____	3. _____	3. _____	3. _____	3. _____
4. MOS Structure	4. _____	4. _____	4. _____	4. _____	4. _____
5. Classification and Assignment	5. _____	5. _____	5. _____	5. _____	5. _____
6. Enlisted Evaluation System	6. _____	6. _____	6. _____	6. _____	6. _____
7. Enlisted Training	7. _____	7. _____	7. _____	7. _____	7. _____
8. Enlisted Promotions and Reductions	8. _____	8. _____	8. _____	8. _____	8. _____
9. Elimination of Non-effectives	9. _____	9. _____	9. _____	9. _____	9. _____
10. Safety Management	10. _____	10. _____	10. _____	10. _____	10. _____
11. Civilian Personnel Management	11. _____	11. _____	11. _____	11. _____	11. _____
12. Officer Efficiency Reports	12. _____	12. _____	12. _____	12. _____	12. _____
13. Officer Promotions	13. _____	13. _____	13. _____	13. _____	13. _____
14. Officer Retirement	14. _____	14. _____	14. _____	14. _____	14. _____
15. Survivors Benefits	15. _____	15. _____	15. _____	15. _____	15. _____

3. During the normal eight hour work day how many hours a day do you estimate that you
4. How many persons do you supervise? \_\_\_\_\_ person(s)
5. List the subjects that you would add to the personnel management instruction in Cou

Enclosure 2

A

# QUESTIONNAIRE

MANAGEMENT TRAINING - COURSE 6-8-C22

Which you received instruction while attending the Officer Career Course. Please indicate on the line provided to the right of each subject area.

Actual as stated of the by effective	B. How well did the stated scope and objectives reflect the knowledge that you need at this stage of your career?			C. Considering the requirements of your job select the three subject areas in each column that are:		D. Should the teaching hours in these subject areas be:			
	Needs Improving	Ade-quate	Very Effective	Least Useful	Most Useful	Eliminated	De-creased	Un-changed	In-creased
_____	1. _____	1. _____	1. _____	1. _____	1. _____	1. _____	1. _____	1. _____	1. _____
_____	2. _____	2. _____	2. _____	2. _____	2. _____	2. _____	2. _____	2. _____	2. _____
_____	3. _____	3. _____	3. _____	3. _____	3. _____	3. _____	3. _____	3. _____	3. _____
_____	4. _____	4. _____	4. _____	4. _____	4. _____	4. _____	4. _____	4. _____	4. _____
_____	5. _____	5. _____	5. _____	5. _____	5. _____	5. _____	5. _____	5. _____	5. _____
_____	6. _____	6. _____	6. _____	6. _____	6. _____	6. _____	6. _____	6. _____	6. _____
_____	7. _____	7. _____	7. _____	7. _____	7. _____	7. _____	7. _____	7. _____	7. _____
_____	8. _____	8. _____	8. _____	8. _____	8. _____	8. _____	8. _____	8. _____	8. _____
_____	9. _____	9. _____	9. _____	9. _____	9. _____	9. _____	9. _____	9. _____	9. _____
_____	10. _____	10. _____	10. _____	10. _____	10. _____	10. _____	10. _____	10. _____	10. _____
_____	11. _____	11. _____	11. _____	11. _____	11. _____	11. _____	11. _____	11. _____	11. _____
_____	12. _____	12. _____	12. _____	12. _____	12. _____	12. _____	12. _____	12. _____	12. _____
_____	13. _____	13. _____	13. _____	13. _____	13. _____	13. _____	13. _____	13. _____	13. _____
_____	14. _____	14. _____	14. _____	14. _____	14. _____	14. _____	14. _____	14. _____	14. _____
_____	15. _____	15. _____	15. _____	15. _____	15. _____	15. _____	15. _____	15. _____	15. _____

How do you estimate that you spend with duties in the above listed areas? \_\_\_\_\_ hour(s)

Management instruction in Course 6-8-C22.

B

## APPENDIX B

### MISSION OF THE MEDICAL FIELD SERVICE SCHOOL\*

- a. To conduct training for selected Army Medical Service and other selected military personnel in the functions and responsibilities of the Army Medical Service as prescribed by law and regulations, and to prepare and conduct instruction in accordance with approved doctrine and concepts for such selected personnel in:
  - (1) Professional, administrative, technical, and military subjects as they pertain to the Army Medical Service.
  - (2) The interrelationship of the Army Medical Service with other Department of the Army components and the other Armed Forces.
- b. To act as an agency of The Surgeon General in the development and dissemination of Army Medical Service doctrine to include the principles and methods of field medical service, and in the preparation, review, and maintenance of Army Medical Service training literature and instructional material.
- c. To administer the Army extension course program of the Army Medical Service and to prepare instructional material for it.
- d. To provide for the administrative support of foreign military and civilian students.
- e. To conduct research in biomedical investigations and defense research studies.
- f. To participate in the Combat Development Program through the provisions of consultation and evaluation to the United States Army Combat Development Command Medical Service Agency in the performance of its mission.
- g. To provide TA 50-901 organizational clothing for Army Nurse Corps and Army Medical Service Corps officers of the Army Medical Service coming on active duty for the first time.
- h. To instruct, train and test when directed by the Department of the Army, eligible enlisted personnel for the purpose of selecting and classifying those candidates who are suitable for commissions in the Medical Service of the United States Army.
- i. To provide for the procurement of equipment, maintenance and operation of equipment, training areas, aids, devices, and other facilities including a reference library and a medical museum for staff, faculty, and students.

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\*Extract from USAMFSS, Brooke Army Medical Center, Instructor's Guide (Fort Sam Houston, Texas: Medical Field Service School Press, August, 1967), pp. 1-2.

- j. To maintain liaison with other military and/or professional organizations and industry necessary to carry out assigned functions.

APPENDIX C

CODE FOR KEYPUNCHING RESPONSES TO QUESTIONNAIRE

Question 1

- 0--Unknown
- 1--Operations and Administration
- 2--Professional
- 3--Allied Science

Question 2A1-2A15

- 0--No answer
- 1--Needs improving
- 2--Adequate
- 3--Very effective
- 4--Answered more than one (throw out this particular answer)

Question 2B1-2B15

- 0--No answer
- 1--Needs improving
- 2--Adequate
- 3--Very effective
- 4--Answered more than one (throw out this particular answer)

Question 2C1-2C15

- 0--Not selected
- 1--Least useful
- 2--Most useful
- 3--Person answered other than directed (throw out answer)

Question 2D1-2D15

- 0--No answer
- 1--Eliminated
- 2--Decreased
- 3--Unchanged
- 4--Increased
- 5--Person answered more than one (throw out this particular answer)

Question 3

- |                |                          |
|----------------|--------------------------|
| 0--0 hours     | 5--Five hours            |
| 1--One hour    | 6--Six hours             |
| 2--Two hours   | 7--Seven hours           |
| 3--Three hours | 8--Eight hours and above |
| 4--Four hours  | 9--No answer             |

Question 4

- |               |                  |
|---------------|------------------|
| -1--No answer | 2--Two persons   |
| 0--0 persons  | 3--Three persons |
| 1--One person | Etc.             |

Question 5

- 0--No answer
- 1--Medical Department Career Programs
- 2--Civilian Personnel Management (extended hours)
- 3--Group Dynamics
- 4--Uniform Services Health Benefits Program (Medicare)
- 5--Industrial Psychology
- 6--Philosophy of Army Management
- 7--Human Relations Practical Exercise
- 8--Officer/Senior Enlisted and Enlisted Relations
- 9--Conduct of Meeting
- 10--Effective Communications
- 11--Interviewing Techniques and Procedures
- 12--Personnel Problems Seminar--Hardship Discharges and Compassionate Reassignments
- 13--Military Correspondence
- 14--Evaluating Job Performance
- 15--Recognizing Environmental Strain

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## VITA

Robert L. Bowles, Jr., the son of Robert L. and Jeannie M. Bowles and the husband of Thelma J. Bowles, was born on February 29, 1940, in Memphis, Tennessee. He attended elementary and secondary schools of Memphis, Tennessee. A 1957 graduate of Manassas High School, he entered Central State University, Wilberforce, Ohio, where he received a Bachelor of Science degree in Biology in 1961. From June 4, 1961, to present, he has served as a career Regular Army officer in the United States Army Medical Service Corps. In September, 1967, Mr. Bowles entered Trinity University to commence a Master of Science in Business Administration study program.

This thesis was typed by Mrs. James F. Bartlett.